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 years of study. He came to Tech in 1952, to quarter which provides a little variation campus, only a handful seem to be working in the Engineering Experiment for his students and himself. known by the majority of students. There Station. After working in the EES for a few Spending time with his students and are three main reasons for being well years, he desired something more peo- having the willingness to give them known by the students. First, because Ple-oriented. In 1963, the physics depart- needed help is a major factor of his cam-students believe the teacher expects too ment had an opening for a part-time pus popularity; he has stated, "A lot of much, the teacher has gained the reputa- instructor. Professor Woolf applied for people need to sit down on a one-to-one él on as being a "shaft." The second rea- and received the position. Finding that he basis, and I try to be available a reasona-son is that some people have no talent for needed help is a major factor of his cam- Professor Woolf's teaching. Third, is that the person can be asked to be considered for a full time future calls for continued teaching, as he really teach; doesn't expect too much out faculty position. doesn't have a great desire to return to of the students, and has that certain "knack" of being a teacher. Professor to read, mainly non-technical subjects. he would make a good administrator. He William E. Woolf of the Physics Depart- "History and current events are what I like most." He has no real hobbies, but person." Professor Woolf attained his B.S. and for relaxation he likes to spend weekends M.S. degrees at Emory University. He in the mountains. didn't start out in physics though; he Being available to students and making Woolf. "I don't know what the real criteria began in pre-law, switched to math, and good use of class time are vital in the role for a good instructor is." Whatever the then switched to physics because of the of a good teacher. Woolf said, "I'm con- criteria is, it seems that Professor Woolf influence of undergraduate instructors at vinced that people don't read the book." has it, and the BLUEPRINT would like to Emory. After graduating from Emory. Thus, he tries to be prepared for every recognize this outstanding teacher. And Professor Woolf worked with the Argonne class, by planning what he wants to cover for those wondering what his philosophy National Laboratories in Chicago. From and the way he will cover the material. He of teaching is: "I don't have any philoso-there he went to Duke University for two also changes the problems from quarter phy of teaching, I just sort of do it."
Professor Helen H. Naugle of the English Department is one of the most vivacious 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 student to come to his own conclusions. Language could receive assistance, so her father was a college mathematics professor. "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."

For the future, Professor Naugle holds many plans for herself and Georgia Tech. She wants to start a Resource Facility at Tech. This would be a facility where students could receive assistance, so 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. Her writing for coming to Tech were two-fold. For Women for her B.A. in English, and being mainly limited to two areas, those First, her husband was stationed at Fort McPherson while in the military. When he University of Mississippi, and earned her and eighteenth century literature. She retired, they wanted to stay in Atlanta. Ph.D. from the University of Alabama. also likes to spend a lot of time with her Second, she says that, "I've always liked Chaucer became her first love in literature, In her spare time she likes to mix with instructor, she has been promoted to the ture, when her high school teacher first people, since she is very people oriented. rank of full professor, and she says, interested her in English. Later, she She is also one who likes to sit and listen "That makes me very happy." Her rea- attended the Mississippi State University to papers, as well as write them. Her writings for coming to Tech were two-fold. for Women for her B.A. in English, ing is mainly limited to two areas, those First, her husband was stationed at Fort worked for her Master's Degree at the being innovative approaches to teaching McPherson while in the military. When he University of Mississippi, and earned her and eighteenth century literature. She retired, they wanted to stay in Atlanta. Ph.D. from the University of Alabama. also likes to spend a lot of time with her Second, she says that, "I've always liked Marriage has always been somewhat family, especially her three grandchil- boys; I have always liked smart boys. I perplexing in that sometimes she is not dren. Happily she states, "My life has like boys, but I like girls too." So, Tech really sure that she is married. She was been very happy; I've got the Good Fairy was a natural choice for her. "married" on the day she received her over me, I guess."

"It's really fascinating and challenging B.A. degree, so naturally she was very There are not many teachers like Professor Naugle, and we thank her ideas. It's almost like a rose opening up, she said, "I do," and when the minister for her devotion and care for the well-you know as you teach and people asked the question for which the normal being of Tech students. understand." In short, she teaches
Research is common to every school at Tech. Although highly diverse by nature, all research works toward a common goal — the advancement of mankind.
Regents Seek High Quality Education for Students

The University System is governed by a state-at-large. Members serve seven years at a time, 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 additional member being appointed one year after the other, has broad jurisdiction over the institutions of the University System. The Chancellor of the University System is the chief executive officer of the Board of Regents and as such is the chief administrative officer of the System.

The Board of Regents was created under the Reorganization Act of 1931. In 1943, the Board of Regents became a constitutional body of fifteen members whose appointments were made by the Governor and ratified by the State Senate. The Regents anticipate the state's needs in higher education and provide funds and facilities required to meet these needs. An important feature of the Board of Regents is the stipulation that the Board of Regents has the only medium through which requests shall be made for appropriations to the institutions in the University System established.

The Board of Regents has not been changed since 1943. The Board includes one from the General Assembly and the Governor and requires a high degree of academic and administrative autonomy. The present Board of Regents brings many fields of expertise into play in the Board's position. Serving on the constitutional body of fifteen members, the Board of Regents has brought together bankers, attorneys, farmers, businesspeople, educators, and doctors. By blending the variety of backgrounds into one common purpose, they are better able to serve the approximately 125,000 students 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 Colleges
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
Health Systems I.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