Campus-wide budget cuts affected the academic atmosphere most significantly over the last year. Many professors retired from their posts at the end of Fall quarter resulting in increased class sizes and fewer sections. Budget cuts also impacted the Georgia Tech library forcing it to close on Saturdays in order to maintain normal working hours during the week.

Despite these administrative difficulties, the impossible homework sets, and intense design projects students were challenged to achieve it all against the odds.
The students of Georgia Tech are beneficiaries of pleasant weather in the Atlanta area. Many students sit outside of a building (right) before the beginning of class and enjoy the weather. Some students (below) lay out and relax to study after a hard day of classes.
Tech students are always concerned about their education. Whether they studied under a tree (top) or in the library (left), they always knew what had occurred. Even the best student faltered once in awhile (top left).
Shaping a New and Better Tech Without Changing the Students

To the students of Georgia Tech:

Alumni who have come back to campus recently after long absences have commented that they hardly recognize the place - new buildings everywhere, a larger campus, a more diverse student body. But what they always recognize and can relate to is the individual Tech student, and what makes that him or her special: the focus, drive, diligence and irreverence that have characterized Tech students since even before George P. Burdell.

In trying to make Georgia Tech even better, there are a lot of things we have changed, with more to come: more academic options, more housing, more student facilities, more professors, etc. But even as we strive to achieve our goals, to become the premier technological university of the 21st century, we want to carefully preserve and nurture those characteristics that make Tech students so special. Many of you have heard me say that Georgia Tech has the best student body of any public university in the country. Listen in the future and you'll start hearing others all over the country repeating the same line as they are converted to Tech "true believers."

When you come back as an alumnus, you should recognize something of yourself in the Tech students of the future. Be proud, because you had some kind of role, however small, in shaping that student and making Georgia Tech a better university.

Thanks,

John P. Crecine
President
Safe at first! President Crecine gets on base in this softball game where the administrators played the women's softball team.

Sitting at his desk and smiling, President John P. Crecine works to make Georgia Tech a better university.

After a press conference, President Crecine welcomes aboard Bill Lewis, Tech's new head football coach.
Dean Ed, This T's For You

BY AMANDA BUSKILL

On December 31, Georgia Tech bid a fond farewell to a true "student's friend". Dean Edwin P. Kohler, known fondly to many as "Dean Ed," retired from the position of associate vice president of Student Affairs that he has held for six years.

Dean Ed came to Tech in 1963 as assistant dean of students, after having served as the national field secretary for Acacia, his fraternity from his days as a student at Penn State. He was their financial and housing consultant from 1961 to 1963.

During his 28 years here at Tech, Dean Ed served in a variety of positions. From 1963 until 1969, Dean Ed and his wife Ellie lived in Smith Residence Hall in the capacity of Resident Advisor. When their first son, Philip, was born in 1967, the 25 residents Dean Ed was "in charge of" held a baby pool. After Philip was brought home, the residents became surrogate uncles, keeping quiet whenever the baby slept, and berating whoever happened to wake him. Their second son, Eric, was born in 1969.

Upon the conception of the Student Center in 1969, he moved from his original position as assistant dean of students to associate director of the Student Center.

Dean Ed became the associate dean of students in 1972. He moved to his current position of associate vice president of Student Affairs in 1985.

Since 1972, Dean Ed has also served in the capacity of head of the Student Publications Board, set up to deal with a variety of issues that directly affect the campus student publications.

This year, for the first time ever, all of the elected members to the Student Publications Board are all female. The editors of both The Technique, the Blueprint, the business manager for the publications, and the general manager for WREK Radio are elected by the board of the year before and serve for one year terms. These ladies were seen with Dean Ed and Ellie, riding in his classic car in this year's Ramblin' Reck Parade as the "Media Magnolias".

1991-92 editor of The Technique, Karen Sabatino, spoke well of Dean Ed. "It's sad that so many have to retire—he is only 55 years old. We at The Technique will miss both his assistance and his presence in our lives, which many of us have come to cherish. I wish him happiness and luck in the future—he's departure will be a tremendous loss to Georgia Tech."

"YOU DON'T DO THIS KIND OF WORK BECAUSE YOU WANT A PROMOTION... YOU DO IT BECAUSE YOU ENJOY WORKING WITH STUDENTS"

-Dean Edwin P. Kohler

Caryn Riley, editor of the 1992 Blueprint, had this to say about Dean Ed's imminent retirement: "Dean Ed's true love of Georgia Tech and her students is evident in all he does. His work behind the scenes has eased the lives of many unknowing students. His retirement will be a sad occasion, and I will miss him dearly."

Mary Whaley, business manager for The Technique and Blueprint has known Dean Ed since coming to Georgia Tech six years ago. "Dean Ed has been a legendary leader. And seeing him leave signals the end of an era. He knows so much about the history of Tech, and I could spend hours listening to his stories. He's the only one I've seen who knows how to 'mas- sage' the system to quickly get things done. He's a tough act to follow and in my mind he will never be replaced."

Amy Potter, general manager of WREK Radio, said of Dean Ed: "One thing I love about Dean Ed is that he lets you make your own mistakes... he doesn't get angry. He really listens. He lets us handle the day-to-day operations at WREK, but... he also takes an interest in what we do and he stops by from time to time. [Dean Ed] is probably one of the sweetest people I know, a really unique person. I don't know what I'll do without him."

Possibly the most striking thing about Dean Ed's office, whether it was his tiny one at Dean of Students, or his new in the new Student Services Building, is his philodendron. He received it in 1985 as a Centennial present from Tech Alumni, and it has been growing ever since.

After it began growing up the heating pipes in his office, Dean Ed decided to make it "home." For the next five years, the plant proceeded to fill up Dean Ed's office with the help of several poles suspended from the ceiling.

When it came time for Dean Ed to move to the new Student Services Building, several students decided that the plant couldn't possibly be left behind. So, with the help of a ladder, Dean Ed and a camera, the industrious technique staffers managed to take the plant down off of the ceiling, carry it across campus, and install it in his new office.

The sight of students carrying the plant with the poles slung over their shoulders, across campus prompted comments from fellow students such as "Look! Vegetarians returning from the kill!"

Dean Ed is truly an integral part of the campus, and he will be missed by many.

—from The Technique 11/15/91

Dean Ed discusses one of the many facets of student publications.
At his new office, Dean Ed works at his standing desk. Note the large plant in the background.

Dean Ed and his plant before their move to the student services building.

A group of student publications staffers poses with the T which mysteriously appeared on Dean Ed’s lawn one morning.
Bowlerns Strike Against the Odds

BY MITCHELL INGLE

The Yellow Jacket Basketball League was an opportunity for students, researchers, and faculty to come together in a non-academic-related activity. The league provided an excellent chance for students to socialize and become acquainted with other members of the Georgia Tech community as well as have fun participating. Not only was this a good opportunity for league members to meet, but it also created greater understanding among all persons involved. The Yellow Jacket bowlers are sanctioned by the American Bowling Congress and the Women's International Bowling Congress for both male and female participants.

The league had 142 members and consisted of thirteen four-man teams. Though all members of the league were not on teams, there were many possibilities for those who were interested to bowl as a substitute for team members who could not attend. The Yellow Jacket Bowling League met weekly on Tuesdays. Due to the limited facilities of the student center's bowling lanes, however, one team every week was chosen to sit out of the competition.

The young, old, tall, short, and even the average person could be found bowling with the league on Tuesday nights. Diversity abounded here as much as it did everywhere else at Tech. The league's bowlers went to all extremes with bowling score averages that ranged from the low fifties to a high of one hundred sixty-three. The students, alumni, and faculty bowlers ranged in age from barely twenty to octogenarian.

The Yellow Jacket Bowling League was formed in 1948 at the Engineering Experiment Station. The league's original object was to bring together researchers and their families in non-research-related fields. Bob Tatum, a founding member of the league, recounted the history of the Engineering Experiment Station Bowling League in brief.

The original league was a "Duck pin" league. "Duck pins" are small bowling pins about six to eight inches in height. The pins were set up in the standard "ten pin" configuration, but the bowler was allowed three balls instead of two.

In the Early 1950's, the Engineering Experiment Station bowling league adopted the now popular "ten pin" bowling style. The league bowled in such establishments as the Lucky Strike Lanes, which was located across from the Fox theater, and the Broadview Bowling Alley, whose location has long since been forgotten.

In 1965, the Engineering Experiment Station Bowling League was officially expanded to allow faculty, students, and staff of the Institute.

The league's oldest member is Dr. Don Dutton, the former head of the Aerospace Engineering department. Dr. Dutton is 83, and his team, nicknamed "The Goudlers", is the only team that has been with the league since its inception. Original members of his team still bowling include himself and Bob Tatum. Another team of note is the "Integrals" who have been together since the early seventies. Bob Tatum stated that as far as is known there is no correlation what so ever between the vocation of the bowler and his score. In fact, Roger Dalton a one-time Amateur Bowling Champion, then a mechanical engineering major, bowled with the league while attending the Institute.

The league moved to the Fred B. Wenn Student Center in 1979, and has been meeting regularly since its founding 44 years ago. The name was changed to the Yellow Jacket Bowling League in 1987.

THE TEAMS OF THE YELLOW JACKET BOWLING LEAGUE

Mary's Braves
Lloyd's Lillies
Spare Parts
Phil and the Blanks
Bookstore
Loose Ends

Terminators
Ghost
Moral Victories
Rolling Pins
Tomahawks
Integrals

Goudlers
The oldest bowler in the Yellow Jacket Bowling League, Don Dutton, prepares to throw another strike.

Posing in front of the Student Center bowling lanes, the Goudlers, Don Dutton, Harry Ross, Irene Tatum, and Bob Tatum, prepare for another night of bowling.
Applying Classroom Knowledge in Industry

BY DANNY CARWILE

Georgia Tech has a large and exceptionally good Cooperative Education program. Students in most of Tech's popular majors were able to find jobs with companies that specialized in everything from computer design to newsprint. Although many co-ops earned good salaries, the students profited most from their experience in the workplace.

Students in the co-op program must have completed one quarter of school with a "C" average and have been enrolled in no less than fourteen hours of class each school quarter. Those who applied for the program must have been in good academic standing with at least a 2.0 overall GPA. They must have taken fourteen hours and made at least a "C" in each course during the quarter in which they applied.

Co-op students are on a schedule that alternates, changing between work and school quarters. After a student has accepted a job, he or she begins to follow this schedule. Co-ops have not had to withdraw from school and apply for readmission because the student's advisor handled the paperwork inherently involved. Students who did not plan to continue with their housing contracts must cancel their obligations by filling out a short online form.

Employers have been interested in pleasing the co-ops because they have the opportunity to hire a graduating student who has already had experience with their respective companies. For many jobs, the companies have subsidized travel expenses and helped in finding or providing a place to live. Many businesses have also offered salary increases for each consecutive quarter worked with their firm, so as to promote continued work and career consideration.

It has been rare for co-op students to change jobs, but special circumstances have appropriated such a need. To change jobs, a co-op must have worked at least two quarters with a company so as to have thoroughly become familiar with the business. If a student has decided that the job does not fit his or her specialized needs, a job change request can be submitted within the first two weeks of a school quarter.

Employers evaluate their co-op students at the end of each work period. They have generally discussed this appraisal with the students and the school. This has given co-ops an opportunity to note their strengths and attempt to improve their weaknesses. Evaluation forms are also used as an addition to a resume for future job searches.

Georgia Tech co-ops have gained invaluable knowledge and experience through their work in the "real world." The Cooperative Education program has given Tech students an opportunity to earn money and become knowledgeable in how businesses operate. This program has been an example of applying classroom knowledge to real-life work situations. Co-op students have benefited from a double education.

Georgia Tech co-ops have gained invaluable knowledge and experience through their work in the "real world."
The Assistant Director of the Cooperative Division and advisor for mechanical engineers, Jack Mangham (opposite page), is hard at work hunting down jobs for co-ops.

Helping a student decide on a job, Program Coordinator Kenneth A. Little (right), searches his files for the perfect position.

Always trying to help co-ops get the most they can from the learning experience their jobs provide, Robert W. James (below) discusses a job situation with this student.

When is a student dropped from the co-op program?

1. When a student fails either of the first mathematics courses in the curriculum taken.

2. When a student fails any other freshman or sophomore mathematics or physics course and one other course in any one quarter.

3. When a student repeatedly fails any freshman or sophomore mathematics (other than the first two) or physics courses.

4. When a student fails any three freshman or sophomore courses in any one quarter.
Basic Distribution (91 hours)

- Mathematics 15 Hours
  (1507-8-9) or 1711-1-2
- Science & Engineering 27 Hours
  - Two laboratory sequences
  - Engineering oriented courses
- Humanities and Fine Arts 18 Hours
- Social Sciences 18 Hours
- Other Requirements 12 Hours
  - Internationally oriented course
  - Physical Education
  - PST 1126-7

TOTAL 89-91 Hours

Major Hours (54 Hours)

- LCC Courses 42 Hours
  - STAC
  - Technical Communication
  - Senior Thesis
- Science Technology-Related Electives 12 Hours

Total 54 Hours

Non-Major Cluster (15 Hours)

Free Electives (at least 30 Hours)
This past fall, the School of Literature, Communication, and Culture (LCC), introduced a Bachelor of Science degree in Science, Technology, and Culture (STAC). The STAC combined the study of mathematics, science, and engineering with the study of society, history, and the arts. Students in the STAC program learned how science and technology have changed the world. This was the first degree the LCC department has offered to Georgia Tech students, but three other new majors have been under proposal. These included a Bachelor of Science degree in Communication and Technology, a masters degree in Information Design and Professional Communication, and a Ph.D. in Rhetoric Technology and Communication.

According to the LCC, STAC has three primary objectives:

1. To provide students with the critical and analytical skills to negotiate their way among the overlapping domains of science, technology, and culture.

2. To provide students with the communication skills necessary to be able to bridge the gap between public understanding and the increasingly specialized discourse of science and technology.

3. To provide a broadly based understanding of the common heritage of literature, science, and technology in the history of civilization.

A STAC degree provided a good background for postgraduate education. With a STAC degree one could easily be accepted into graduate programs such as those in business, law, or medicine. If one was thinking of postgraduate education, schools such as Berkeley, Duke, Stanford, and M.I.T. offered programs that complement STAC. Career opportunities available with this degree are communication positions in industry, government, or in the corporate world.

"WE WOULD LIKE EVERYONE TO REALIZE THAT THIS IS NOT AN ENGLISH MAJOR, THAT IT IS A PROGRAM THAT ENCOMPASSES BOTH CULTURE AND TECHNOLOGY."

-Dr. Kenneth J. Knoespel

The first student to graduate with a STAC degree from Georgia Tech, Kevin Ivester (above left) has been able to get the degree he wanted without having to change schools.

Hard at work between classes is Dr. Richard Grusin (above), the STAC advisor at Georgia Tech.

One of the main people responsible for the creation of a degree in Literature, Communication, and Culture is Dr. Kenneth J. Knoespel.
New Vice President of Student Services Takes His Place at Tech

By Mitchell Ingle

Included among the recent acquisitions and changes at Georgia Institute of Technology is Dr. Charles C. Schroeder. As of January 1992, he replaced Dean Dull who previously held the positions of Dean of Students and Vice President of Student Services. The job of Vice President of Student Services included acting as a liaison between students and the Administration, providing students with superior services, functioning as a financial aide administrator, and insuring the continued operation of existing facilities such as the Student Athletic Complex, the Student Center, and many others. Perhaps the most important function of the Vice President of Student Services is turning state funding into services which would improve students' ways of life.

Dr. Schroeder has been a valuable addition to the administration at Georgia Tech. He has a Doctorate in Education with an emphasis on administration and student psychology. Dr. Schroeder has had more than twenty-five years of experience in student service and college administration. He has worked for a number of fine institutions including Auburn University, St. Louis University; and Oregon State University. With Dr. Schroeder's strong commitment to student services, he honestly admits that without 100% support from the Administration for his plans to make Georgia Tech Student Service's the best in the nation, he would never have accepted this job.

Dr. Schroeder is uniquely committed to his job and expressed special emphasis on the role of students in the decision processes performed in his department. He felt that since the decisions made by his office directly affected the student body and alumni, they should be given ample opportunity to voice their special needs and suggestions.

Dr. Schroeder expressed his philosophy best when he said, "I wish greater involvement of students in the choices of Student Service funding. Many students ... are treated as periphery players in these decisions...." His greatest desire was that students themselves would ultimately make the decisions on Student Service funding and new program choices.

He believes that several points need to be addressed, most importantly, "the actual understanding of both the needs and the desires of students themselves, which in itself is hard, but made more difficult by the diversity within the student body." The involvement of students is necessary to provide students with not only their needs, but also their wants. He saw the student diversity "as both a plus and a minus." It was a plus because it offered a greater input base, but it was a minus because each segment has quite different needs.

Dr. Schroeder stated that the biggest challenge faced by himself and Student Services was determining the needs of the multi-national diverse population at Tech. He said that often "people see 'Ma Tech' as a white male engineering school, but it is not."

When asked about the upcoming Olympics and what their impact would be on Student Services, his reply was "LOTS!" He explained that day to day plans are constantly being revised and changed, but particular plans include many changes. "Over two hundred million dollars will be spent on facilities before the Olympics." Major planned additions include "expansion of the residence halls from their current capacity of approximately 4500 to 9500; the replacement of the current S.A.C. field with an Olympic Diving facility; the building of four artificial turf fields to replace the S.A.C. field; and numerous additions to existing structures."

"The Olympics will make Georgia Tech a more facility-wise university. What I mean is that Tech will become rich in facilities and services." He believes that Tech will be a premier institution with far better facilities than any single college in the nation. He looked forward to meeting the challenge of providing these services and facilities to the student body.

Dr. Schroeder's concern lies with the students, the lines they stand in for service, and most of all the quality of the service provided. He has had an open door policy which insures that he could be reached to discuss any concerns of the student body.

Even though he was still new to "Ma Tech", Dr. Schroeder is considered a valuable addition to the Georgia Tech community. He quickly learned the traditions and customs, fitting in perfectly. We at the Blueprint wish him great success in the future and a hearty welcome aboard.

"I wish greater involvement of students in the choices of student service funding. Many students ... are treated as periphery players in these decisions...." -Dr. Charles C. Schroeder
On May 5, 1992

It is with sincere personal regret that I announce the resignation of Charles Schroeder as Vice President of Student Services at Georgia Tech.

Charles Schroeder came to Georgia Tech with nationally-recognized skills and experience and with a vision that corresponds to my own for a range and quality of student services commensurate with the quality and diversity of Georgia Tech's student body. Dr. Schroeder's skills, experience, and vision remain. Yet, it has become clear that, through no one's fault, that the organizational "fit" and teamwork necessary for Georgia Tech to achieve its ambitions for student quality of life have not emerged and are unlikely to do so. It has become obvious that the best course of action for Georgia Tech and for Dr. Schroeder is to face up to this situation and to end the relationship in a way that leaves both parties intact.

The creation of the position of Vice President of Student Services is a symbol of Georgia Tech's renewed commitment to student services, and the appointment of Dr. Schroeder was the beginning of the realization of that commitment. The departure of Dr. Schroeder will undoubtedly delay several initiatives, but serves to renew my commitment, and that of Georgia Tech, to a strong and vital student services function that is as outstanding as our student body.

I am appreciative of Charles Schroeder's hard work during his time at Georgia Tech. I continue to admire his vision and sense of what we must accomplish for our students. I wish him well in his future endeavors. The initiatives begun by Dr. Schroeder are important, they will be carried forward to completion, and they will form the basis for a renewed effort by Georgia Tech in student services.

John P. Crecine
President

On the final day, Dr. Schroeder leaves a message for the next Vice President of Student Services on the desk...ALL STUDENTS MATTER.

Future plans for Tech are discussed as Dr. Schroeder describes his job and ambitions to Mitchell Ingle on a mild winter day.

Ted McCrobie
Since 1979, The Office of Minority Educational Development has served as a link between minority students and the Georgia Tech administration. OMED assists its members by offering programs that help minority students adjust to the rigorous curriculum at Tech. The office is devoted to academic and social success.

One of the most effective ways that OMED is able to prepare minority students for Tech is through the CHALLENGE program. This is a six-week program that gives incoming minority freshmen a head start in bridging the gap between high school and college. Students spend their time learning new problem solving and study skills while they take classes in English, pre-calculus, and chemistry.

Sometimes affording an education financially is a problem. If a minority student has exhausted all possibilities of financial aid and still does not have the necessary funds to attend Georgia Tech, OMED has an emergency loan fund that can be used to help minority students who have pressing financial problems such as an inability to meet a need for medical care that cannot be provided by the Student Health Facility.

OMED also provides several academic services to the minority population once they have begun their first quarter at Tech that are designed to help students with their classes. There were Calculus and Physics learning centers in addition to the regular learning center where qualified minority upperclassmen and graduate students served as tutors for students who needed help. These were offered at convenient times during the week at several different locations so that every minority student had a chance to learn from the study sessions.

Some freshmen are paired with upperclassmen who have the same major and interests. These upperclassmen volunteers help students adjust to the Tech environment. Through this arrangement, students are given an opportunity to gain a different perspective on the university.

OMED volunteers also serve as volunteers for elementary and middle school children who live in the Techwood housing project. The Techwood Tutorial After-School Project is an excellent way for students to develop their skills in dealing with other people while helping children maintain an interest in learning.

OMED helps students find jobs, as well. They sponsor co-op, work study, and summer internship programs for students who wish to gain invaluable work experience before they graduate. These programs give the students a head start on their careers, and they offer minorities a chance to get their feet in the door of many companies who might not normally hire minority graduates.

The whole reason for OMED stems from the need to assist minority students through their years at Georgia Tech. The office sponsors programs ranging from tutorials to job search assistance. They encourage Tech's minority population to take advantage of the available assistance in the university and to go as far as possible to become a success in life.
Volunteers can be found throughout OMED. Students such as these contribute their time and energy to helping others in projects like the Techwood Tutorial.

The Office of Minority Education is a busy place. Here, Edlyn Lewis, Raymond Hart and Rere Bailey are planning future OMED activities.

THE TEN COMMANDMENTS FOR ACHIEVEMENT

1. Hold conferences with your professors as many times as necessary to show them your enthusiasm to learn.

2. Rewrite your lecture notes before going to bed on the same day. This ensures that your notes are clear and concise and emphasize what the professor stresses.

3. Work all problems or answer all questions at the end of a unit or chapter to make sure you fully understand the material and can apply your knowledge.

4. Complete all academic work required for the next day before socializing so as to be fully prepared.

5. Read material and notes prior to class. You will learn more if you already have a basic understanding of the material.

6. Review previous sections and chapters to keep up with the class. This will help you on tests and you will have less to review for finals.

7. Review material even if you have mastered it and help someone else who needs help.

8. Visit campus support services and get help early when you realize you need it.

9. Reward yourself for a job well done by taking at least an hour out of each day to do something you enjoy.

10. Review the previous nine steps and act on them daily. Keep a planner for good time management.
Faculty Members Recognized for their Outstanding Work

BY DANNY CAR WILE

On May 29, 1991 the Georgia Tech community gathered at the annual Faculty/Staff Honors Luncheon to award outstanding Tech employees for their extraordinary performances.

An Outstanding Service Award is presented to the individual who has benefited the Institute, his/her profession, school or department, or the general public in an exemplary manner. The winner of this award receives $2,000.

The 1991 Outstanding Service Award was given to J. Aaron Bertrand, professor and retired director of the School of Chemistry. Even though Dr. Bertrand has retired, he maintained his activities with Georgia Tech. He served Tech extensively as the school’s director, but continued to serve as a member of such organizations as Tech’s Software Committee, Affirmative Action Task Force, chairman on the Committee on Evaluation of Teaching Effectiveness, the Presidential Search Advisory Committee, search committee for the Associate Vice President for Human Resources, and Tech’s 1996 Committee. At the time he received this award, he served as the chairman of Tech’s Executive Board and had recently given a Brown Bag Teaching Seminar on “Using the Computer in Teaching.”

Two Outstanding Teacher Awards are presented to two faculty members who have taught at least six quarter-hours during the current academic year. Winners of this award have shown extraordinary efforts in teaching, inspiration transmitted to students, direct impact and involvement with students, intellectual integrity and scholarship, and impact on the postgraduate success of students. Each winner will additionally be honored with a $5,000 cash award.

Dr. John L. Wood, associate professor in the School of Physics, was a recipient of one of the Outstanding Teacher Awards in 1991. He adhered to his own “Hippocratic Oath” that states a teacher should serve as an appropriate role model for the student, respect the student at all times, make oneself available to the student, and remove the student’s fear of learning by one’s enthusiasm for a subject. Dr. Wood has helped many students by pointing out that there is never only one solution to a problem, and exploring other possible solutions provides valuable new insight. He has been a sought-after lecturer and collaborator at research institutions around the world.

Dr. Ronald W. Schafer, a Regents Professor and John O. McCarty Professor in the School of Electrical Engineering, was also honored with an Outstanding Teacher Award. He has greatly contributed to the field of Digital Signal Processing with the co-authoring of three textbooks: Digital Signal Processing, the first and dominant textbook in that field; Digital Signal Processing of Speech Signals, a look into a more specialized area that has been covered in many American and foreign universities; and Discrete-Time Signal Processing, an update of his first Digital Signal Processing book.

Dr. Schafer stated his goals as a professor when he said, “I hope I push students to think and synthesize what they know in coming up with solutions to problems. I also want students to know that sometimes you simply have to work hard to solve a problem, and persistence is often a major key to success.”

Margaret Barren

T he winner of the Outstanding Teacher Award, Dr. John L. Wood, is dedicated to teaching students and helping them discover the different facets of a problem.
Although many people fade into the background after retirement, Dr. J. Aaron Bertrand has continued to serve Georgia Tech through his executive service.

Always maintaining his commitment to teaching excellence, Dr. Ronald W. Schafer has become a leader in the field of digital signal processing with the publication of his textbooks.
The Distinguished Professor Award was given to Dr. Robert F. Hochman (right) for 1991. Dr. Hochman is a leader in the fields of metallurgy and material science.

Winner of the Human Relations award, Dr. Philip Adler (above), is intent on making the Georgia Tech community a more humane place to live and work through his efforts at racial and sexual integration.

Interested in combining science and technology with policy and planning, Dr. Michael Elliott (right) works to solve environmental problems.
The Distinguished Professor Award, the highest award given to a faculty member, went to Dr. Robert F. Hochman, director of the School of Materials Engineering. This award was in recognition of "sustained outstanding achievement in teaching, research, and service," and included a stipend of $12,500.

Dr. Hochman was the guiding force which initiated the graduate metallurgy program at Georgia Tech, a now fundamental part of the Institute, and has helped it grow to recognition as one of the top programs in the United States. He also was a leader in the development of the master of science and doctoral programs in metallurgy.

The Human Relations Award, established by the Office of the President, is in recognition to Tech employees who have performed "exemplary human relations work." To be considered, faculty members must have been employed by Tech from the past three years to the current day and have demonstrated outstanding human relations work in both personal and professional activities.

The 1991 Human Relations Award was given to Dr. Philip Adler. Dr. Adler, according to Dr. Gregory Nobles, has been constantly working to make the Georgia Tech community a "more humane place to live and work." He has worked within his classroom to deliberately mix races and genders to give students a chance to work with a diverse group of people. Dr. Adler has also served Tech by having been active on the Board of Impartial Review to settle grievances outside the faculty. He has even helped recruit student athletes with his style of relations that made students and parents feel comfortable with Georgia Tech.

The Administrative Services Award was given to a Tech employee who has made extraordinary contributions in the administrative services area. One has to have significant achievements contributing to the fulfillment of the mission of the Institute during the academic year or developing and implementing new or improved programs or procedures, or have significant achievements in managing an administrative unit with particular skill and effectiveness. This award includes a $1,500 grant.

Billiee Pendleton-Parker was the recipient of this prestigious award for 1991. Ms. Pendleton-Parker, assistant director for the Center for the Enhancement of Teaching and Learning, has been very active in helping to improve Georgia Tech. She has participated in many groups, including the Women's Forum Scholarship Committee, AIDS Task Force, co-chairperson of the Georgia Tech Olympic Coalition, and chairperson of the Human Relations Employee Steering Committee and the Safety Advisory Committee.

The faculty member who has made "significant interdisciplinary contributions to teaching and research" is given the Outstanding Interdisciplinary Activities Award. This award, which is accompanied by $5,000, is for the purpose of promoting innovative teaching and research that involves intellectual efforts from more than one discipline, stated the Faculty Honors Committee.

Dr. Michael Elliott, a member of Tech's graduate City Planning faculty with a joint appointment in the School of Public Policy, was chosen to receive the 1991 Outstanding Interdisciplinary Activities Award. Dr. Elliott believed that environmental issues could not be addressed by only the technical or policy sides of the issue, but both. "The concern cannot be addressed simply as a question of science and technology on the one hand or policy and planning on the other. Nor can local environmental concerns be isolated from international and environmental conditions," said Dr. Elliott.

The 1991 Faculty/Staff Honors Luncheon was a great opportunity to recognize the outstanding work done by the Georgia Tech employees. Besides monetary encouragements and recognition to continue their work, the winners got the sincerest thanks from the Georgia Tech community for helping to improve the Institute.

(Information for this article was taken from The Whistle, Volume 17, numbers 11 and 17.)

Working to improve Georgia Tech has made Billiee Pendleton-Parker a recognized Tech employee who has earned the Administrative Service Award.
Budget Cuts Slash Ma Tech

By Benjamin Combee

The 1991-1992 school year was one of financial troubles for Georgia Tech. A combination of the recession and a shortfall in tax money and federal grants has caused Tech to limit services and has promoted talk of cuts to the academic mission of the college.

Due to the state budget crisis, $79 million dollars were cut from the University of Georgia System budget for the fiscal year of 1992. Of the $79 million, almost 10% of the cuts were from Georgia Tech’s budget.

These cuts have some more than subtle affects. The library was a prime example. Budget slashes led to shortened summer hours during which the library closed at 10pm. During fall quarter, the library was closed on Saturdays, and closed at 5:30pm on Friday afternoons.

Many vacancies in the various academic departments and support positions were created because of budget cuts. Fewer graduate students were hired as teaching assistants and members of the faculty and staff with 25+ years of service were being encouraged to retire early. Some downsizing occurred within departments after positions were combined.

The quality of education may also suffer at Tech. With fewer professors and teaching assistants, classes were enlarged and become even more impersonal. CS 1410, Programming Concepts, Standards, and Methods I, was cut back from eight sections in winter quarter to six sections. Almost anyone taking the course will tell you that it is difficult enough already without the added pressure of trying to learn Pascal with an extra 8-10 people in your class.

The budget crisis generally caught a surprising majority of the student body unaware. When asked about the budget crisis, many responded with “what budget crisis?” The students immediately became concerned when they were informed of the budget crisis. They knew that problems with the budget would not only affect Georgia Tech and its faculty, but also the students at Tech as well.

The major concerns of the student body dealt with one question -- how much would tuition be raised?

Several employees of the University of Georgia System discussed various means of alleviating or curbing the budget problem.

A consensus argued that it was the current arrangement under which the surpluses in one area of the budget were non-transferrable to other areas that have been cut that created the crisis. For example, Georgia Tech spent money on building an addition to the library and it can not even afford to staff the current library. This consensus agreed that the key solution to the budget crisis would be the ability to transfer funds to areas that are falling behind instead of pursuing new, and unusable, facilities.

Everyone was hit by the budget cuts. We all had to tighten our belts and start pinching pennies due to the recession.
The office of President Crecine (doorway in top), is where all of the key decisions on the Georgia Tech budget are made.

The office of President John P. Crecine is located inside of the Carnegie Building (left) Exciting, isn't it!
Is it architecture or architorture?

By Donald Lumpkins

Throughout the years, Georgia Tech has offered several majors for people who do not wish to pursue a career in engineering. Architecture is a popular choice for such people.

Majoring in Architecture, however, is by no means easier than majoring in engineering. Many believe that Architecture is one of the most difficult majors on campus.

All Architecture majors have to take 12-hour labs throughout their coursework. To earn a Bachelor’s degree in Architecture, a student must complete 177 lab hours of credit which counts toward 59 quarter hours of credit.

Architecture majors must complete at least 205 quarter hours of work just to receive a Bachelor’s degree. Only Chemical Engineering, which requires 207 quarter hours, requires students to complete more hours. Many Architecture students have given their major the nickname, "Architorture" because of the amount of work they are required to complete.

The College of Architecture building is open 24 hours a day for Architecture students. On any given day, or any given hour, there are at least a few Architecture majors in the buildings creating models and preparing projects for their classes.

"...THE COLLEGE HAS BECOME A SETTING FOR TEACHING, RESEARCH, AND SERVICE AT EVERY SCALE OF THE CONSTRUCTED ENVIRONMENT..."
- 1991-92 General Catalog

Aside from the lab classes, Architecture majors are required to take courses in four main areas of study: architectural design, history and theory, technology, and the visual arts.

In addition, they must complete at least 21 hours of architectural electives. Of these 21 hours, they must complete three hours of history and theory of architecture, three hours of architectural technology, three hours of environmental and behavior studies, and six hours of visual communications. The remaining six hours must be chosen from a list of approved architecture electives.

Architecture majors can get specialized degrees in a number of architectural fields. Architecture Bachelor’s degree programs at Tech include programs in Construction Management, Construction Development, and Construction Science. Courses in City Planning and Industrial Design are also offered to Architecture students.

Tech has offered architecture courses for a very long time. The Department of Architecture was created in 1908, expanded to become the School of Architecture in 1948, and grew even more to become the College of Architecture, established in 1975.
Late nights at O'Keefe Gymnasium lead many people to strange actions. Some people (opposite page) start to fantasize about their love back home. Some (left) go hysterical about architecture while others (top) have no clue as to why they are here.
Tutorials at Georgia Tech, a Place for Students to Recieve Help

The Georgia Institute of Technology invests a lot of time and money into insuring that the knowledge necessary for all degree programs is available to those who want and need it. However, the dissemination of knowledge alone does not insure that students will understand and learn it. The importance of tutorials has become extremely evident when taken in this light. Tutorials are a resource aid and an Institute function, and as such, they have been invaluable to the student body at Georgia Tech.

Tutorial programs have been available throughout the university to help students who are having difficulty with some classes. This help has been most often presented by a major school, for classes within their curriculum. The tutorials offered at Georgia Tech have come in a wide variety of styles to meet the diverse needs of our international student body. The stated goal of a tutorial has not been to give someone the answer, but rather to teach students what they need to learn in order to find the answer by themselves. The most useful and perhaps the least used resource to any student is a tutorial. A tutorial allows the student to interact, in most cases, one-on-one with a Graduate Teaching Assistant, faculty member, or an upperclassman who wants to help.

If a student ever has a problem he cannot work, a question that must be answered, or just someone to check his logic he can attend a tutorial section. The tutorials themselves are free of charge. They are usually located strategically within major schools and are available at key times. These help sessions are a place to go to get help, guidance, or intuition from people who know the answers and are willing to help teach them to any who ask.

All major schools at the Georgia Institute of Technology have some form of tutorial assistance available for students attending classes in that major school's discipline. These help sessions come in a wide variety of styles to fit students' needs and curriculum requirements. For instance, the School of Electrical Engineering/Computer Engineering offers an open door room where anyone can come in and ask questions of Teaching Assistants. On the other hand, the School of Management offers help in special classes which are only available when they appear on the schedule. This is not the only assistance offered by these two schools.

The School of Mathematics has several dissimilar ways in which they offer tutorial help to students. Mathematics has a room located in Skiles Classroom building with Teaching Assistants available to answer question for a multitude of classes. The school also has a computer facility in another Skiles room which allows students to use complex math based software to solve problems previously too complex to grind out by hand. Any student enrolled in an undergraduate math class can just walk-in and get all the help they need to understand concepts such as integration, gradients of scalars, curl of a vector field, and differential equations.

The Office of Information Technology has irregularly scheduled tutorial sessions, most of which are presented at the convenience of a majority in a class. The Materials Engineering Department, the Biology department, the Industrial Systems Engineering department, and the school of Chemistry and Biochemistry all use this method among others to help students.

The Modern Languages Department has language laboratories available to help tutor students enrolled in foreign language classes. The English department has a Mac lab along with a resource center. Many other formats are offered by different schools, but they all have tutorials available.

All of the major and minor schools, with their diverse tutorial help have one common axiom. This axiom is to teach students the material they want and need to know in order to be the best in their respective fields. Not only do tutorials help students to achieve these goals, but they insure that Georgia Institute of Technology will continue to be a college marked by excellence in education.
A Teaching Assistant gives advice to a student who is trying to grasp a difficult concept for an upcoming test.

These students collaborate during an informal help session. Many scholars felt that Department-sponsored tutorials were useful.
Opinions on the Registration Process from some fellow Tech Students:

"The process is still stressful, but the online registration is a good way to handle all the students."
- Sara Knight

"I like the online registration system, but it seems that they need to improve the time ticket assignments."
- Chris Carson

"I think the process is the best! I love it. I would not change a thing!"
- Carlos Cason

"Registration is a pain over-all, but I don't think there is any better way to do it."
- Angie Oliver

"There aren't enough dial-in lines available during peak registration times."
- Robert Lindsay
Registration is a process every student has to go through each school quarter. Some love it, while others hate it. If you are one of those upperclassmen or athletes, you are probably someone who has no problems with the system. On the other hand, if you are a person with only 12 hours, registration is probably not one of your favorite things to do. By the time some people get to register, almost every class is full. Overloading becomes a must for some people every quarter.

Each student receives a time ticket in their P.O. box before registration. On each ticket the date and two registration times are given. One time is for O'Keefe Registration and the other is for terminal registration. Students have the option of being able to register after either or both of these times. The earliest times given are to handicapped students. Then students working for the Registration Office are able to register, followed by Presidential Scholars. After these people register, a chance is given to graduate students, then seniors, juniors, sophomores, and finally freshmen. Within each class, the number of hours determines which students register before others.

After receiving your time ticket, there are three phases of registration:

**Phase I:** Students enrolled the quarter preceding the quarter they are registering for and Co-ops at work are eligible to register during this phase (Early Registration). Access to registration is by time ticket only. Time tickets are sent to campus P.O. boxes.

One can also use the Student Access System to check time tickets, registration holds, and other pertinent data. Time ticket assignment is based on classification and number of hours earned.

**Phase II:** Continuing students who did not register during Phase I, readmitted students and new matriculating students are eligible to register during Phase II registration. Access to registration will be by time ticket only. Returning students' time tickets will be sent to their P.O. box. New students will receive the time ticket during orientation. Readmitted students will obtain a time ticket according to instructions on the readmission acceptance letter. Again, one can use the Student Access System to check your time ticket, registration holds, and other pertinent data.

**Phase III:** Late registration and schedule changes are made during Phase III (Late Registration). Admission will be on a first come, first serve basis.

These two students (opposite page, left) are finding that they are unable to register for all the classes that they had expected.

After giving the terminal in the Boggs building a disgusted look, Eric Ansaldo (left) tries once again to get the Chemistry 3381 class he needs to take.

Sitting impatiently at their terminals, Eric Ansaldo rounds out his schedule by adding PE 2070 while Ted McCombie tries to remember his password.
The Office of Information Technology (OIT) is a recently created administrative structure at Georgia Tech. They consolidate central computing services, network services, administrative software development, database administration, user assistance, and training. OIT's mission is to provide modern computing, networking, and software facilities for academic, administrative, and research computing.

OIT manages over 200 gigabytes of disk storage space, 4500 two hundred Megabyte storage tapes, and over 900 Megabytes of Random Access Memory (RAM). This massive amount of storage capability is split up into six interconnected computer systems. Additionally, OIT uses 1.4 million pages of paper each month. These figures do not include the personal computers located in the Computer Clusters.

OIT is most familiar to students and faculty as the place they go in order to get their computer account's identification number and have it activated. OIT establishes a computer account for every enrolled student, and each faculty and staff member, for use in Institute related activities such as electronic mail, electronic publishing, information storage and retrieval, bulletin board access, homework, class assignments, and similar functions.

The Institute supports OIT funding and equipment expenditures. What this means to users is that they are not charged for their computer usage. However, a system is in place which allows computer time to each student. The time allotted is dependent on many factors, but sufficient to say every student is given ample computer time. If a student runs out of time he may request time from his instructor, department head, or major school. The office of OIT simply manages the time allocated; it does not grant it.

OIT manages several administrative areas of concern which include the Georgia Tech Bulletin Board System, the Network Dial-ins, an Infoserver application, many output devices, the computer clusters, an Evaluation Center, Scientific Visualization Laboratories, and a Helpdesk.

The Georgia Tech Bulletin Board System (BBS) was originally established by the office of the Vice President for Research in 1988. It's purpose was to provide Georgia Tech students, faculty, and staff members with Public Domain software for the DOS environment. Currently OIT houses more than 4500 files from which to choose. The files are located on Compact Disc Read Only Memory (CD-ROM). BBS is running under the DLX Multi-Line Bulletin Board System version 4.1. There are eight serial ports connected with outside lines for access to the system.

Network dial-ins are also available to members of the Georgia Tech community. The dial-ins access GTNet, the school's computing network system. Many systems can be accessed through GTNet. Any person who has a current OIT account may access the system via a remote terminal with the use of a modem. This greatly facilitates the needs of the student body. The network can be accessed through six separate telephone data lines. Although there are many times the system is overloaded, making it difficult to get into the system, OIT has put forth a future goal to increase the number of call-in lines available.

Infoserver is an anonymous file transfer protocol (ftp) system. An 'ftp' is a method used to move files between computer systems. An anonymous ftp allows anyone with a valid account on a computer to connect to another computer system without having to repeat access procedures. This saves a lot of time for users by allowing them a simultaneous view of several systems. Infoserver has limited capabilities, yet it does a more adequate job for students, faculty, and staff members.

Output services are provided by OIT to better serve users' printing and plotting needs. The operation's department maintains a variety of output devices that users can specify when routing their output on GTNet. OIT has two Xerox laser printers, model 9700, rated at one hundred twenty pages per minute; a CDC (Control Data Corporation) Impact Line printer; and two plotters, a Versatec electrostatic plotter and a Hewlett Packard eight pen plotter. The output can be picked up in either a Georgia Tech bin, or at the Helpdesk, both located on the bottom floor of the Rich building.

Computer clusters are resource centers strategically located throughout the Institute. There are ten locations across campus. They each contain a number of computers and output devices. They are open based on the demands on the system; however, the recent budget cuts have reduced operating hours. The types of computers available in the clusters include IBM PS/2s, IBM PCs, Apple Macintosh IIs, Apple Macintosh IICXs, Apple Macintosh SEs, Sun, Tektronix and IBM terminals. Each cluster contains a QMS printer and a Laserwriter printer. OIT supports over two hundred software packages available for student usage. Two of the clusters are open twenty-four hours a day: the ones located in the Rich building and the Bogg Chemistry building. Two more are located at the Price Gilbert Memorial Library. The A French building houses two sets of computer terminals, one containing MAC O/S and the other having SUNstations. The College of Computing houses the DECstation cluster. The Management and ISYE department each have a computer center. The Student Center is the tenth resource center.

The OIT Evaluation Center offers a number of services. It provides place to evaluate and test software in the workstation and microcomputer environment, with access to the latest high tech equipment, assists the Georgia Tech community in making informed purchasing decisions, and maintains a library of computer related magazines to provide readable up-to-date information. The evaluation center has cooperative agreement with Digital Equipment Corporation (DEC) which allows members free access to a DECstation and a VAXstation. The ScVis Lab is joint cooperative with the College of Computing. It provides the researcher with new ways to visualize complex scientific data.

The Helpdesk is a system for internal tracking of computer-related problems and requests. It was originally created to provide a mechanism that would provide a prompt and thorough method to deal with computer-related problems at the Georgia Tech Research Institute. It has since been expanded to cover every area in the Georgia Tech computing.

Future plans for OIT include the integration of all systems within the Georgia Tech community under a single coherent system. The new system, called the Administrative Information Management System (AIMS) is currently under implementation. The goal of the AIMS project is to make UNIX the one and only operating system used at Georgia Tech. AIMS is scheduled to come on line Fall 1992, will gradually replace the operational sections of the GTNet, with the administration of incoming freshmen. The system will grow over a period of years to encompass all computer-related tasks under an agreement with Oracle Software corporation.

OIT will continue to strive to improve computer services on campus by doing what they can within a limited budget.
At the GT bins, Ty Kicklighter, a Civil Engineering major, leafs through his bin in search of the perfect schedule for next quarter.

Sitting in Room 218, in Skiles Classroom building, Neal L. Blessinger, a sixth year math major, stares numbly at the screen not believing the results of his calculation.

The Macintosh Cluster at the Library is a valuable resource to students who need access to computers.
The Georgia Tech Afro-American Association has worked hard to promote racial integration at the university. They are the representatives for the Afro-American student population. Serving as an organization representative of cultural diversity and awareness, the GTAAA supports programs that serve as catalysts to remove racial misconceptions.

This non-profit, student-run organization consisted of approximately eighty members in 1991-92. Members were required to pay $7.00 for dues that were used to finance educational programs. Their goal is to promote the gradual integration of races at Georgia Tech and the Atlanta community.

For twenty-three years the GTAAA has sponsored events such as lectures, forums, and information sessions. They hold weekly meetings to which they occasionally invite guests to present their views on racial topics. These meetings have served as bases for discussion and debate.

During Black Awareness Month in February, the Association has traditionally sponsored lectures and films. They have assumed responsibility for taking every possible opportunity to learn and teach others about the history of the Afro-American race in the United States. This past year, however, the GTAAA expanded their program to include an African Heritage Lecture Series/Festival.

The festival, held on April 18, 1992, was a collaboration of various aspects of African-American culture, ranging from history games to cultural presentations. This festival was open to the public, and admission was free. Atlanta area school children were invited to attend the festival as a chance to gain insight and exposure to college life and an increased cultural awareness. The children were able to participate in many Black History activities. There were history quiz bowls in both high school and college divisions that

Continued on page 98.

"Black History Month is simply a cultural expression of who we are. We want to make people aware of Afro-American history so they will see the differences between our culture and their own and realize that these differences are nothing that should warrant a separation."

-Raymond Hart

These two students take interest in one of the meetings of the National Society of Black Engineers held in the Student Center theater.
One of the lecturers featured in Black Awareness Month, Dr. Oba T'Shaka, speaks about the Civil War and Reconstruction.

This member of GTSBE listens intently to a presentation being made at one of the general meetings held during Black Awareness Month.
cal study and student and faculty input. A good variety of speakers was chosen so as to offer many different points of view on the history of Black Americans. The budget for this event was a limiting factor, and the GTAAA was unable to invite all the speakers they wished, but a good representation of Black history was acquired.

Although original anticipated attendance in the lecture series by a diverse group of students was high, actual participation by majority students was less than expected. Many students were inspired to discuss racial issues because of the Black Awareness Month activities, however, and this, according to the GTAAA, is just as favorable as actual attendance because it persuades people to discuss and solve problems between races. If the lectures cause enough interest for people to try to learn more, they have been successful.

In all, the activities presented in recognition of Black Awareness Month were received favorably by the Tech community. They have prompted people to begin to resolve racial problems or at least to research on their own. Other minority groups have noted the success of this program and may follow with activities specific to their race. The GTAAA has taken a step toward ending racial tensions at Tech while celebrating their own culture and background.
Captivating the audience with an eloquent speech concerning the slave trade is Dr. Josef Ben-Jochanan, a professor at Al Azar University in Cairo.

With his lecture on ancient African history, Maulana Karenga held the attention of many students with his informative speech.
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