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This monograph provides college academic administrators, institutional researchers, professional and learned societies, and academic advisors with information to improve understanding of the paths students take through engineering programs in higher education. The evidence used in this study comes principally from the 11-year college transcript history (1982-1993) of the High School & Beyond/Sophomore Cohort Longitudinal Study, as well as the high school transcripts, test scores, and surveys of this nationally

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representative sample. This is the first national tracking study of students in any undergraduate discipline that identifies attempted major fields from the empirical evidence of college transcripts. A "curricular threshold" of engineering was defined, and the careers of students described with reference to that threshold. While 16 long-term "destinations" of students who reached the threshold are identified, they are collapsed into four for purposes of analysis: (1) thresholders, who never moved beyond the requisite entry courses; (2) migrants, who crossed the threshold of the engineering path, began to major in engineering, but switched to other fields or left college altogether; (3) completers, some of whom continued on to graduate school by age 30; and (4) two-year-only students, whose

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college experience was confined principally to engineering tech programs in community colleges. Findings are presented in seven parts: (1) "Engineering Paths as Established by Students"; (2) "The Content of Their Curriculum"; (3) "Engineering and Science: Confusing Signs along the Path"; (4) "Antecedents of the Engineering Path"; (5) "Choosing the Engineering Path"; (6) "Learning Engineering: Migration and Traffic"; and (7) "Experiencing Engineering: Classroom Environments, Credit Loads, and Grades." A concluding section presents suggestions for changing the image of engineering among high school students and potential college majors, particularly women. Suggestions are also provided to other disciplines for undertaking similar tracking studies, particularly in

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fields where men have been a distinct minority. Contains 131 references and an appendix. (AA)

Engineering Geology is a multidisciplinary subject which interacts with other disciplines, such as mineralogy, petrology, structural geology, hydrogeology, seismic engineering, rock engineering, soil mechanics, geophysics, remote sensing (RS-GIS-GPS), environmental geology, etc. Engineers require a deeper understanding, interpretation and analyses of earth sciences before suggesting engineering designs and remedial measures to combat natural disasters, such as earthquakes, volcanoes, landslides, debris flows, tsunamis, and floods. This book covers all aspects of Engineering Geology and is intended to serve as a

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reference for practicing civil engineers and mining engineers. Engineering Geology has also been designed as a textbook for students pursuing undergraduate and postgraduate courses in advanced/applied geology and earth sciences. A plethora of examples and case studies relevant to the Indian context have been included, for better understanding of the geological challenges faced by engineers.

This book provides a comprehensive overview of this multi-disciplinary subject, which has interaction with other disciplines, such as mineralogy, petrology, structural geology, hydrogeology, seismic engineering, rock engineering, soil mechanics, geophysics, remote sensing (RS-GIS-GPS), environmental geology, etc.

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Each of the volumes for the 1984 conference deals with one or more topics related to earthquake engineering.

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