



Innovations

THE NEWSLETTER OF THE FRANKLIN W. OLIN COLLEGE OF ENGINEERING

OLIN'S SECOND FRESHMAN CLASS TRANSFORMS CAMPUS

As enrollment doubles, sophomores become mentors to new arrivals

DURING ITS FORMATIVE years, Olin will perhaps always be pioneering something. First there was the unusual Partner Year, when 30 students helped the faculty create the curriculum. Then there was the arrival of the inaugural freshman class in August 2002. Now, as Olin simultaneously welcomes its second freshman class and first sophomore class, there is a sense that the college is crossing another milestone.

Olin's Class of 2007 arrived on campus with great fanfare and excitement Saturday, August 27, instantly doubling the college's enrollment.

"With the arrival of the new freshman class, the sophomores stepped into a mentoring role."

—Rod Crafts, Dean of Student Life

Following a week of orientation, the newcomers dived right into their studies. As mid-semester approached, they were well on their way to becoming integrated into Olin's campus culture, joining clubs, accepting positions in student government, and becoming involved in community service.

If the new class's transition to college life has been relatively easy, it may be because they had help that wasn't available for the first freshmen.

"With the arrival of the new freshman class, the sophomores stepped into a mentoring role," said Dean of Student Life Rod Crafts.

To help this process along, Olin has created a number of formal and informal programs for upperclassmen to transfer their hard-won Olin knowledge to the new arrivals. The transfer began with Orientation, as sophomores made presentations on such topics as time management and work load. As the semester got underway, the "Ninja" program (Need Information Now, Just Ask) began providing student peer tutoring in math and physics.

The college has also organized an informal "Big Sib" program (the double "b" stands for "building bridges"). As part of the program, volunteer sophomore "sibs" adopt one or more freshmen to help them adjust to Olin's unique campus culture.

Julie Connelly is both a big sib and an R2, Olin's equivalent of a resident assistant. She finds herself providing information about a variety of topics. "In general, sibs are there to check in with the freshmen and see how their first few weeks are going, try and eat a meal or two with them every week, and also try and get off campus with them," said Connelly. Connelly took her "little sib," Johannah Itescu, grocery shopping and advised her on items to buy.

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NEW COLLEGE GUIDE RECOGNIZES OLIN'S INNOVATIVE CURRICULUM

OLIN COLLEGE has been recognized in "The Unofficial, Unbiased Guide to the 328 Most Interesting Colleges" as having an "out-of-the-box, innovative" academic environment. The designation, based on surveys of guidance counselors, appears in the 2004 edition of the guide, which is co-authored by Trent Anderson and Seppy Basili and published by Kaplan Publishing.

Olin appears on a list with such institutions as Brown University, Cornell College, and Duke University recom-

mended by the guidance counselors for "students seeking a more innovative and unconventional academic environment."

The results in the guide were obtained through Kaplan's 2004 National Survey of High School Guidance Counselors. Market Measurement, a national market research firm, also lent its professional expertise to the effort, which utilized a random sample of U.S. public, private and Catholic high schools. The foundation of the survey

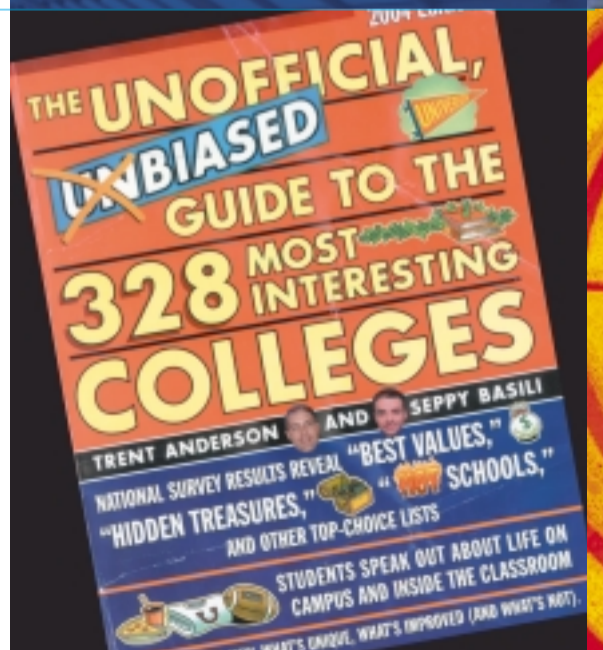
was telephone interviews of high school guidance counselors conducted within the sample. The guide is free of paid advertising from the schools mentioned in the publication.

Olin launched its unconventional curriculum last August. Olin faculty tapped into the insights of a group of 30 student "partners" in creating the curriculum, which emphasizes interdisciplinary study and project-based learning.



Above: Sophomore Julie Connelly (left) is helping freshman Johannah Itescu learn the ropes.

A new college guide cites Olin's innovative academic environment.



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PRESIDENT'S MESSAGE:



We are well into the semester, and there is much to report. Last August, we welcomed our second freshman class of outstanding students, and they are already beginning to make their mark on the

college. We simultaneously greeted our first sophomore class, whose members are continuing to play leadership roles in building the college. Incidentally, those returning sophomores represent a 100 percent retention rate — a sign our students value the Olin experience. We also welcomed five new faculty members, one new Academic Partner and several instructors.

We recently received the news that one of our students, Kori Haymore, has won a national essay contest on innovative uses of technology in the classroom. Kori presented her ideas to members of Congress at a luncheon in the U.S. Capitol on Oct. 23. Kori's accomplishment is emblematic of the quality of our students and their dedication to making the world a better place.

Having just completed phase one of our campus construction one year ago, we are embarking on phase two with the building of a new residence hall. We have also completed the sale of \$159 million of bonds. The proceeds will be used for a variety of purposes, including the construction of the new residence hall, and paying back the college for construction already completed. This money will go toward our endowment, which has now reached approximately \$220 million, placing us among the top three institutions nationally in per student endowment.

There is much to savor, to praise and to note in our accomplishments thus far. With the arrival of our second freshman class, we are feeling that Olin's amazing potential is beginning to be realized.

Richard K. Miller

Richard K. Miller
President

ACTIVITIES

FRESHMAN CLASS TRANSFORMS CAMPUS

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Sophomore Michael Curtis has been providing advice on work load and the differences between high school and college. He says that, in addition to tutoring, it's often a sympathetic voice that enables a student to make it through a challenging assignment. "Letting them know that a lot of us went through the same thing last year, and reassuring

them that they are not alone this year seems to be really helpful."

Freshman Mel Chua appreciates all the extra care. "The upperclassmen are wonderful. They give us advice and help us out, but they're also our friends. It's like having 75 big brothers and sisters," said Chua.

Chua feels she benefits from the hard work the partners and first freshmen class put into building the college. "It's nice to have someone going before you. Our classes have a lot of the major bugs worked out, but we still get to do a lot of fine-tuning, and we can see our comments changing the way our professors do things."

Sophomore Steve Krumholz sees the new class's relatively painless transition to campus life as a testimony to the success of the partner year and inaugural freshman year. "The class of 2007 is giving us more experience, and helping us move towards the next stage in our development as a college."

"The upperclassmen are wonderful. They give us advice and help us out, but they're also our friends. It's like having 75 big brothers and sisters,"

—Mel Chua, Class of 2007



Above: Class of 2007 members (from left) Lilly Cho, Simon Helmore and Lara Clark prepare to move belongings into residence hall.



Above: Lauren Hafford ('07) and her mom, Pat, arrive at Olin with a cherished pillow from home.



Above: Andrew Bouchard ('07) carries his college essentials: Tide, a lacrosse stick and a sleeping bag.

A photograph showing two men seated at a long table covered with a dark blue cloth. Each man has a microphone in front of him. The man on the left is wearing a light-colored shirt and a dark tie. The man on the right is wearing a dark jacket over a light-colored shirt. They are in a room with wood-paneled walls. In the foreground, the back of a person's head is visible, looking towards the speakers.

A group of four students, three young women and one young man, are posing for a photo. They are all wearing blue hoodies or sweatshirts with 'OLIN COLLEGE' printed on them. The young man in the center is wearing a black t-shirt with the Olin College logo. They are all smiling. The young man on the right is holding a spoon over a large black pot, suggesting they are at a food event. The background shows other people and a tent structure.

CONGRATULATIONS

OLIN STUDENT WINS NATIONAL ESSAY CONTEST

Presents Ideas on Capitol Hill

Olin sophomore Kori Haymore is one of two winners in a nationwide essay contest on innovative uses of educational technology. Her essay, "Math Animations: Math Lectures Taught by Animated Characters," took one of two top spots in the "Student Visions Contest for Learning with Technology" sponsored by the Federation of American Scientists and Digital Promise, a coalition seeking to create a trust fund for technology in the classroom.

Haymore presented her ideas October 23 during a luncheon on Capitol Hill sponsored by Digital Promise and attended by members of congress, corporate leaders and educators.

The contest provided Haymore the opportunity to help correct deficiencies she sees in the educational system. "Ever since elementary school, I've been thinking about ways to make learning in school more efficient," said Haymore. "When I heard about the contest, I decided it was a good excuse for me to refine and synthesize my ideas and to write them down. I didn't expect to win, but I'm really excited that my idea has sparked interest."

In her essay, Haymore argues for making math education in American schools more engaging by using computer-based animated characters. She

envision collaborations among educators, computer animators, and video game designers to create computer software programs that would teach math through entertaining, movie-like lectures. Such an approach would be much more fun than traditional lectures, according to Haymore.

Haymore noted that such an approach could make more effective use of computers in the classroom than current math software. She lists a host of benefits to flow from the new approach, including self-paced learning and adjustments to individual learning styles. "Essentially, math animations would provide effective individualized learning while entertaining students," wrote Haymore.

She sees each animated lesson as packed with jokes, fun facts, activities and humor. Some lessons could have story lines based on literature, myth and history, she suggests. She sees this method as effective for learning all levels of math, from elementary school to college.

Haymore and co-winner Haydee Cuevas of the University of Central Florida also presented Digital Promise's report to congress, as represented by Senator Christopher Dodd of Connecticut. Dodd is introducing legislation that will enable the Digital Promise Project to establish the Digital Opportunity Investment Trust (DO IT), whose mission is to provide resources toward the advancement of digital technologies in education.

Board of Trustees Welcomes New Member



Carla L. Gude has been appointed to the Olin College Board of Trustees. For the past two years she served on the President's Council, and recently retired as vice president of technology at IBM. Ms. Gude is an experienced executive and information systems professional with 29 years of experience in management and executive positions. While at IBM she served in various positions including vice president of systems software, director of enterprise workgroup networking software, director of process support and application architecture and manager of information systems. She is a member of the board of directors of the National Technological University. Ms. Gude received her B.A. from Vassar College and her M.A. from Cornell University, both in mathematics.

New Member Named to President's Council



The President's Council's newest member is **Carol Tomlinson-Keasey**, the founding chancellor of UC Merced, the University of California's 10th campus. Professor Tomlinson-Keasey received her B.A. from Pennsylvania State University, M.S. from Iowa State University, and a Ph.D. in psychology from the University of California-Berkeley. In over 60 published articles, Professor Tomlinson-Keasey has focused her research on the development of high-level cognitive skills. She has also examined the actualization of cognitive potential among gifted men and women. Professor Tomlinson-Keasey has served as a dean at University of California-Riverside and the University of California-Davis. She also served as vice provost for faculty relations at UC Davis and was the vice provost for academic initiatives at the Office of the President of the University of California.

Olin Names First Development VP



Matthew S. Cottle has been named Olin College's first vice president for development. He joins Olin from the National Academies in Washington, D.C., where he served as senior development officer and director of major gifts. The National Academies provide advice to the U.S. Government on science, engineering and medicine. Cottle was responsible for raising funds from individuals, foundations and corporations in support of the National Academy of Engineering. Prior to joining the National Academies, Mr.

Cottle was chief fund raising officer for the School of Engineering and Applied Sciences at Princeton University, where he was responsible for the engineering school's portion of Princeton's \$1 billion campaign. Mr. Cottle holds an M.B.A. from the University of Cincinnati and a B.S. in economics and a B.B.A. in finance from University of Kentucky.

NEW FACULTY AND INSTRUCTIONAL STAFF



I. Elaine Allen, Ph.D., Senior Olin Partner

Dr. Allen holds the Kevern R. Joyce Term Chair at Babson College and is associate professor of statistics and entrepreneurship there. She continues to consult in the pharmaceutical and biotechnology industry and

serves on several NIH panels on best practices and evidence-based outcomes research. Dr. Allen's educational background includes a B.A. from Skidmore College, an M.A. from The University of Evansville, and a Ph.D. from Cornell University. At Olin, she is the sophomore cohort leader for the Foundations of Engineering Project 3 (BioBiz).



Benjamin Linder, Ph.D., Assistant Professor of Mechanical Engineering

Dr. Linder is passionate about the practice of design and design learning. He is especially interested in socially responsible and sustainable product design. Dr. Linder's design

work also involves the adaptation of engineering techniques to the arts. He is actively involved in entrepreneurship and is currently studying business structures for social ventures. Recently, he co-founded a software company focused on delivering product development tools to large manufacturing firms. Dr. Linder received a B.S.E. in mechanical engineering and a B.S.E. in electrical engineering from the University of Michigan. He received his M.S. and Ph.D. in mechanical engineering from the Massachusetts Institute of Technology (MIT).



Mark Jeunnette, Instructor of Mechanical Design and Fabrication

Mr. Jeunnette graduated a year ago from MIT as a mechanical engineer, and spent the last year at BMW in Munich, Germany, working on finite element simulation of cast-aluminum

car and motorcycle components. He works with the cohorts on mechanical design topics and mechanical engineering projects.

Honors/Awards/Recognition



John Bourne, professor of electrical and computer engineering, has received the IEEE Educational Activities Board Meritorious Achievement Award in Continuing Education. The award recognizes contributions to the design, delivery and support of continuing education courses and programs. Professor Bourne was cited for his work in creating the Sloan Consortium, an association of more than 450 institutions and organizations of higher education engaged in online learning.



David Kerns, Olin College provost and president of the IEEE Education Society, gave a presentation at a meeting of the Nordic Chapter of the IEEE Education Society September 25 at Aalborg University in Denmark. The title of the talk was, "The IEEE Education Society and Continuing Professional Development." He used the Olin curriculum model, with its strong component of project based education, as an example of educational processes that prepare students for life-long learning.



Sherri Kerns, vice president for innovation and research, has been elected to the ABET Engineering Accreditation Commission Executive Committee. She is the only academic on the committee, and is the first representative ever elected from a non-accredited institution.



Lawrence W. Milas, chairman of the Olin College board of trustees, has received the Cruickshank Alumni Leadership Award from Babson College.



Olin College President Richard Miller recently delivered a talk on Olin's innovative approach to engineering education at the advisory committee meeting of the Directorate for Engineering at the National Science Foundation. President Miller (left) is shown with Dr. Joseph Bordogna, deputy director of the National Science Foundation, at a reception held in conjunction with the meeting.



James Rising, Instructor of Electrical and Computer Engineering

Mr. Rising recently graduated with a B.S. in philosophy from MIT. For the last four years he has been an instructor for MIT's Experimental Study Group, teaching seminars and classes in topics ranging from Lego robotics to grand unified theories of physics. His interests include educational innovation, robotics and community development.



Elaine Yang, Instructor of Software and Computing

After graduating from MIT with a Master of Engineering in Electrical Engineering and Computer Science, Ms. Yang has spent the last seven years doing software consulting and development. She also spent a year with AmeriCorps, working in the Boston Public School System, and a year each at Wellesley College and Northeastern University teaching computer science. At Olin, she is working with the courses

Programming Interactively and Modeling and Control.

IN BRIEF

Olin to Launch Business Hatchery

Several Olin faculty members, along with an enthusiastic group of budding student entrepreneurs, have received the green light to develop a business hatchery on the Olin campus. The hatchery will be called the "Foundry@1795" after its location at 1795 Great Plain Avenue on the edge of campus. Current plans call for teams of Olin or Olin and Babson students to receive space in the facility to develop ideas for new ventures. Faculty from both institutions will advise the students. The goal is for the foundry to be operational by the spring semester.

College Issues Bonds

On August 13, Olin College completed the sale of \$159,110,000 of bonds. The bonds were issued on the college's behalf by the Massachusetts Development Financing Agency and were underwritten by Lehman Brothers. Olin issued three different series of bonds, which were taxable at different rates. Approximately \$124 million of the proceeds will repay the college for what it has already spent to design and build the campus. These funds have gone directly into the college's endowment, bringing its value to approximately \$220 million. A second portion of the proceeds will be used to fund the design and construction of East Hall, the new residence hall. The balance will be used to fund the remaining expenses associated with the first phase of construction and the costs of issuing the bonds.

New Residence Hall Advances

Olin College has awarded the contract for the construction of a new residence hall to Jackson Construction Company, the builder of Olin's Academic Center. Preliminary site work is expected to begin soon. The tentative date of completion for the new building is January 2005. The Trustees have named the new residence hall "East Hall" and the existing residence hall "West Hall."

Parents' Organization Begins to Take Form

The Office of External Relations held a brunch October 19 to discuss the Olin College Parents' Organization. The purpose of the organization is to give parents a way to support the educational mission of the college. The college has defined a number of ways parents can help, including student recruitment, identifying opportunities for corporate internships and assisting in enhancing the Parents' Handbook and the Parents' Organization site on Blackboard, Olin's intranet portal. President Miller also asked for parent volunteers to serve on



Above: Perusing the Parents Handbook during the Parents' Brunch are Freshman Cody Wheeland's grandmother, Mimi, and mother, Sooki.

an advisory steering committee. For more information, parents can contact Kristina Raposa (Krissy), 781-292-2264 (kristina.raposa@olin.edu).

From Paul Revere to 'BioBiz': Cohorts Make Unusual Connections

Olin's integrated course blocks — also known as cohorts — bundle two courses with a hands-on project. This unusual course structure is believed to lead to more effective learning, as students can more easily make connections among disciplines. It can also lead to some unusual juxtapositions. This fall, students are learning in cohorts combining not only math and science, but also materials science and history, biology and business and mechanical engineering and the study of natural mechanisms. The following articles highlight two cohorts emblematic of Olin's interdisciplinary approach.



Sophomores Kathy King (left) and Clara Cho (right) show rolled copper strips to Assistant Professors Rob Martello (center left) and Jon Stolk.

'Tough as Nails' Combines Materials Science, Paul Revere
Mention the name Paul Revere, and most people think "patriot" and "midnight rider." Olin faculty members Jon Stolk and Rob Martello would like to add several new attributes: manufacturer, metallurgist and entrepreneur.

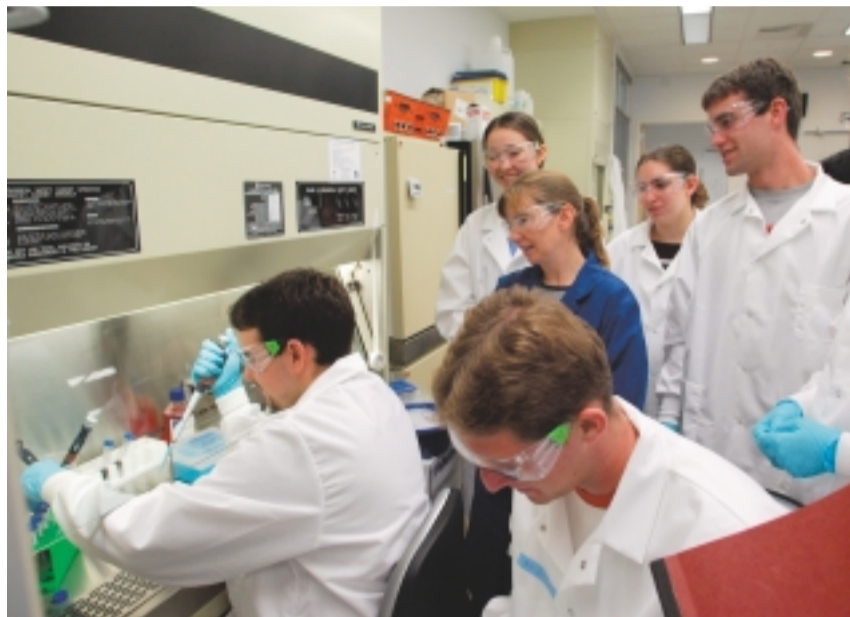
The two have collaborated in a fascinating combination of their seemingly disparate fields to create a course that looks at the famous patriot from a technologist's perspective — and vice versa. The result of their collaboration is "Paul Revere: Tough as Nails," a sophomore cohort offered for the first time this fall.

"Revere is the perfect figure for an examination of the history of technology and materials science," said Martello. "He stood on the cusp of America's transformation from a pre-industrial craft production system to one dominated by industrial production."

In addition to his well-known work as a silversmith, Revere achieved considerable success in iron and bronze casting, learned to produce malleable copper bolts and spikes, and was the first American to roll copper.

The breadth of Revere's accomplishments enables Stolk and Martello to enrich their courses with unique perspectives drawn from each other's fields. Stolk, who teaches the materials science portion of the cohort and directs the project, assigned his students to examine the properties of common objects and then asked them to consider how such factors as environment and culture affect the way the objects are used.

For example, a recent student team discussion of hammer strength considered why some cultures regard the hammer primarily as a tool, while others view it as a weapon. Another session took up the technological history of the baseball bat, from its wooden origins to today's high tech T-ball bats.



Sophomore Adam Horton prepares cells for DNA insertion under the watchful eye of Assistant Professor Joanne Pratt (in blue coat) and BioBiz classmates.

For his part, Martello can ask his students to apply their expertise in metallurgy to the challenges Revere faced as a manufacturer. The two professors attend each other's classes, and are often called on to provide a guest lecture — from a formal module to an impromptu comment — explaining fine points of history or science, as the case may be.

"With Rob's course integrated with mine, students can see why certain materials were important throughout history, why things were introduced when they were, and so on," says Stolk. "It provides a really nice context for all of the principles we're covering."

The high point of the cohort is an exercise in which students take a metal Revere would have worked with — for example, silver, bronze or copper — and subject it to a process, such as forging or rolling, that Revere would have used. Then, they use modern analytical tools to observe how the material has been changed, in order to better understand the constraints under which Revere operated.

Working in small teams, students must also write a paper in which they apply the technological insights derived from the materials course to an examination of primary historical sources about Revere.

The interdisciplinary approach is leading to some surprising insights for students. "I am really enjoying the combination of materials science and history," said Olin sophomore Emma Goodman. "It is very interesting learning about how different cultures honed the techniques of developing one metal and how that enhancement really affected society."

'BioBiz': Looking at Entrepreneurship and Science

While it's not that uncommon these days for an undergraduate course to examine the business side of the biotech industry, the BioBiz cohort represents an unusual combination of entrepreneurship and science in an engineering context, according to Joanne Pratt, assistant professor of biology at Olin.

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FALL SEMESTER COHORTS



Above and below: Freshmen check the effectiveness of their "click beetle" designs.



Olin's distinctive cohort structure enables students to learn two academic subjects together, and then immediately apply their learning in a project. Here is a look at the cohorts Olin is offering this fall:

Among the freshman offerings, the "Mechanical Nature" cohort, taught by Professors Zhenya Zastavker, Burt Tilley and Ben Linder, looks to nature for models of mechanical processes. By mid-semester, students had built versions of the jumping click beetle and moved on to a mechanical wall-climbing gecko. The "High Impact Cohort" taught by Professors Gill Pratt, Brian Storey, Stephen Holt and John Geddes, has students exploring devices such as impact wrenches and pumps. For their first project, the students built a small cam-driven piston compressor. The repeat of the popular "Things that Go" cohort, taught this year by Professors Roberto Ballarini, Sarah Spence and Mark Somerville, will have students build water rockets and solar-powered mini-dragsters.

Among the sophomore cohorts, "Tough as Nails" blends the history of metallurgy and materials science (see story, previous page). "Software Using Images and Sound," taught by Professors Diana Dabby and Jill Crisman, along with instructor Jimmy Rising, asks students to do programming for a variety of devices, including a system for voice/video recording. "BioBiz" combines principles of biology and the foundations of business and entrepreneurship (see story, previous page).

"BioBiz," continued from previous page

"Business at an engineering school is still rare," said Pratt. "Tying together business and biology is even more unusual." The course is timely, added Pratt, because society is entering an era of biotech, as baby boomers turn to medicine in pursuit of healthy elder years.

To offer the course, Pratt is teaming up with Olin faculty members Stephen Schiffman and John Bourne, who teach the "Business Basics" course, and I. Elaine Allen from Babson, a founder of several biotech companies, who is leading the project portion of the cohort. Consultant Tim Hemesath is assisting with the biology course.

In Pratt's class, students are learning the basics of biology and lab technique, as well as performing some sophisticated experiments. As mid-semester approached, for example, students

were working with DNA, inserting it into cells and tracking the results.

In the "Business Basics" course, students learned how to run a business via a sophisticated computer simulation that enables teams to operate a company and compete with other teams for customers. In the project, students have examined the history of the biotech industry, researched individual companies and heard from industry experts ranging from biologists to CEOs of startups. Later in the semester, they will examine the local biotech scene in a variety of short-term projects.

"The cohort enables students to get a basic understanding of both the science and the business that are the basis of the biotech industry," noted Pratt.

CAMPUS VOICES

New Faculty Member Values Olin Environment

Everything about Olin is new, including me. I'm one of the faculty members who started at the beginning of August (meaning we got a head start on the first-years, but only by a few weeks!). In fact, I had decided I wanted to join Olin well over a year ago, when I heard one of the faculty members speak about this new engineering college and how his work balanced teaching, research and academic service. Here was a school that was acting on the belief, which I share, that breadth both within and outside engineering is the best preparation for a world in which technology and society both are changing rapidly. And here was a place that would value my love for teaching and desire to make a difference within an institution. I thought it was a perfect fit, and lucky for me, other people here agreed.

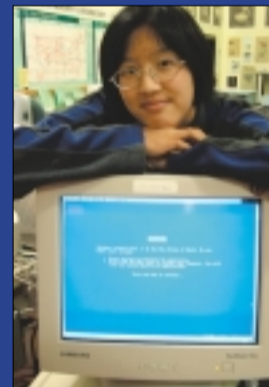


So what do I think so far? Well, two major things stand out. First of all, the motivation and interest level of the students is unbelievable. I always have high expectations of my students, but here I've had to revise them higher still. Second, I'm struck by the cohesiveness of the Olin community. Working on inventing a new university every day takes a lot of effort, and one of the things that makes it possible to bring in that level of energy is the sense that you are part of a community — not just of the faculty, but across the institution as a whole. Olin really defines 'collegiality,' in the best sense of the word.

Debbie Chachra
Assistant Professor of Materials Science and Chemistry

New Student Salutes Classmates

I've been at Olin a little over a month now. So far, I've learned bass guitar, ridden a unicycle, had a 3 am photo lab run, gone swing dancing, and had an ice cream party in the hallway. The people here are great. Instead of saying, "But you're not supposed to do it like that," they'll say, "Hey, that's pretty cool - let's play with it!" You learn how to look at something, say "I have no idea how to do this," and then launch into it anyway. It works for math and physics, but it also works great if you've never played the trombone before and suddenly want to. I'm not afraid of trying things here. At Olin, you can tinker with things without being terrified of what happens when they fall. On top of it all, we laugh a lot — in classes or out of classes. We'll do our math homework and then write poems about it. It's a very playful place.



People watch out for each other. We bring each other tea at night when we're tired. The upperclassmen are wonderful. They give us advice and help us out, but they're also our friends. It's like having 75 big brothers and sisters. While I wish I could have seen this place last year when everything was new, it's nice to have someone going before you. We get to see the second-year curriculum being used for the first time. Everything's changing. Living in the middle of a dynamic system does keep you on your toes, but it's great fun.

Mel Chua
Class of 2007



HALLOWEEN HAPPENINGS



Devils, grouches, flower children and Matrix wannabes showed up for Olin's Halloween Dance; staff members, including the Mad Hatter, strutted their stuff at the Staff Halloween Costume Contest earlier that day.



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Franklin W. Olin
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FALL/WINTER 2003

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