

A Guy Thing...or no one's thing?

Find out whether this romantic comedy should really be anyone's thing, let alone *A Guy Thing*. Read the review, find if it's money well spent or a waste of time and then get yourself some entertainment! Page 17

Jackets defend home court

The Jackets ran the tables in ACC play this week, to beat both NC State and the Seminoles. These wins bring the team's record to 2-1 in the ACC, and 8-5 overall. Page 32



Students craft robot, take on Virginia Tech in new battle of 'bots

A group of students compete against a team from Virginia Tech in a new reality TV show, Robot Rivals.

By Jennifer Lee
Staff Writer

For those who regularly tune into shows like *Junkyard Wars*, *Full Metal Challenge*, and *Monster Garage*, there will soon be yet another show to look forward to—Do It Yourself Network's *Robot Rivals*. This time, however, students may have additional motivation to tune in: they'll be cheering on some of their peers.

Robot Rivals, which pits teams from different colleges against each other in building and competing robots, is scheduled to premiere in April. The first episode features a team from Virginia Tech competing against none other than a team from Georgia Tech, composed of students Kyle Howell, Daniel Schaeffer and Stephen Steffes.

When I met to talk to the three, my first question to them, of course, was whether they won.

"Are we allowed to say that?" Schaeffer wondered.

"We didn't sign anything," said Howell.

"Yes we did, we signed all sorts of stuff!" Steffes said.

"Yeah," Howell countered, "But none of them said we couldn't say what happened."

"Oh really?" said Steffes. "Eh, I didn't read any of it."

Laughter ensued.

When these good sports finally got around to answering my initial question, Howell said, "No, we didn't win. We sucked, actually."

Well, they may have lost, but in Steffes's words, "We sucked with style." Also, they explained, losing wasn't entirely their fault. "We were the first real show, and there were a lot of things that went wrong: they didn't have a lot of materials, they just weren't prepared," said Steffes.

As a result, the producers have invited the Georgia Tech team to come back later in the season to do another episode. "The producer came over and apologized to us after the thing, and he assured us that even

though there are all these schools on the waiting list, they're 'definitely going to have Georgia Tech back since there were extenuating circumstances,'" said Howell.

At the beginning of last semester, the production company contacted Tucker Balch, a professor with the College of Computing, who relayed their interest to Dr. Ebert-Uphoff, a mechanical engineering professor who is the advisor of the RoboJackets. Initially, there was some difficulty deciding whether or not Georgia Tech would send a team, and then, deciding who would go. "A lot of the RoboJackets are ME, but a lot of people were concerned with going on and representing Tech on a television show," said Schaeffer, a fourth-year CS major who, along with Steffes, a grad student in Aerospace Engineering, were the two RoboJackets who volunteered to go.

"We, however, have no shame," said Howell.

The decision to go actually wasn't made until mid-October. "Because of that, we weren't really given much notice—we really had to hurry and get the forms filled out," said Schaeffer. Schaeffer, who is also involved with the IEEE Robotics team, enlisted Howell, a fifth-year Computer Engineering major, as the third team member.

"We met once or twice beforehand," said Schaeffer, "and that was it."

The filming was done the week before Thanksgiving break. The four members of the team drove up to Knoxville, TN the night before the shooting was going to take place, were on the set from 7 a.m. to 11 p.m. the next day, and then returned home the next morning.

The rules, as well as a parts list, were sent to the team about a week beforehand. "That was kind of our downfall," said Howell. "We... came up with a bunch of ideas that used those parts, and... had a pretty good idea going into it what we wanted to do." However, each team was



By Charles Frey / STUDENT PUBLICATIONS

Steffes, Howell and Schaeffer collaborated to build a robot, which competed in a soccer-style game against a team from Virginia Tech for a new spin on the reality TV show by the Do It Yourself Network, *Robot Rivals*.

also given an industry advisor, who was supposed to be an expert. "In our case, he kinda decided what we were going to do," said Howell.

Also, despite the fact that both teams had an entire stocked lab of motors, remote control devices, and other parts, they had a few problems with materials, as well. Some of the cables they were given didn't work. Also, one of the show's "catches" was that each team was given a household object they had to incorporate into their robot—and for this episode, it was a old-fashioned sewing machine. The Virginia Tech team were able to incorporate their machine into the body of their robot, but because of difficulties disassembling their sewing machine, Howell, Schaeffer and Steffes had to resort to using theirs as a bumper. "We couldn't get the top off to look at the gears inside," explains Howell.

"I took an impact wrench to it,

but it wouldn't come out! Theirs came right apart," claims Schaeffer.

Also, "we had a little trouble finding stuff we needed," said Howell. "I spent half my time running around looking for stuff," added Schaeffer.

And, of course, the guys weren't used to being on TV. "They were definitely making a TV show," said Howell. "We would already have a design ready, but they had to film us designing the robot, so we had a little table, and they got all the camera people over there, and they took shots of us drawing stuff and having discussions about what we should and shouldn't do. It really threw off our rhythm."

"There were lots of things: you can't be drilling on one side of the lab while they're taping on the other side, so they'd be like, 'Okay, quiet on the set,' and we'd have to stop work."

"They didn't warn us enough

that, yes, [this was a TV show]," said Schaeffer.

"The VT team had actually been in the pilot episode, so they already knew how it would be," said Howell.

At the end of the day, the set was prepared for the final showdown between the remote-controlled robots in the show's version of a game of soccer. "[The robots] had to pick up a ball, and shoot it at a net. There was no defense, we couldn't hit the other robot and we had to shoot one ball at a time," said Steffes.

"I can't wait to see what the final showdown looks like in the actual TV show. I think it was actually supposed to be three minutes, go all out and whoever comes up with the most goals wins," said Howell. "And, boy, how long did it actually take? Like, two hours?"

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Clough leads team teaching class on natural gas policy

By Jennifer Schur
Focus Editor

A team of handpicked professionals is joining President Wayne Clough in the classroom this semester to teach a class for the School of Public Policy, PUB 4901: Policy and Politics of Natural Gas Deregulation in Georgia.

Jan Youtie, Dr. Richard Barke and Andrew Harris were chosen to be apart of the class's teaching team.

In late 2001, Clough was appointed the chair of Governor Barnes's Blue Ribbon Taskforce on Natural Gas whose job it was to examine and review the issues that arose as a result of natural gas deregulation in Georgia in 1997.

The timely nature of this topic, along with Clough's intimate involvement with the issue through the Taskforce, was the prime impe-

tus for the inception of the class.

The one credit-hour course will focus on the deregulation of natural

"[This class] is an opportunity to study profound issues and understand how we can address them, and bring them to life."

Wayne Clough
Institute President

gas in Georgia as a means of learning about politics and policy making in the state. The course syllabus

also lists learning about "markets and regulatory policy in energy and challenges in designing and implementing effective policy" as other objectives.

Playing professor is nothing new for Tech's president; Clough taught for thirty years prior to coming to the Institute. Since he's been here, Clough has been a guest lecturer for several courses, including some public policy courses.

Although trained academically as a civil engineer, Clough has dabbled more and more in policy as, over time, he has done more consulting and sat on and chaired more boards. Through his work with water projects, earthquake engineering and other assignments, Clough quickly got into public policy and worked with political and civil officials.

Not only did Clough chair the

Blue Ribbon Taskforce for Governor Barnes, but he was also asked by Atlanta Mayor Shirley Franklin to chair the Clean Water Advisory Panel, a committee that reviewed the city's plan to upgrade the sewer system, and was appointed to U.S. President Bush's Presidential Committee on Science and Technology. With these new aspects of his career, Clough realized he had the opportunity to do even broader things, for both Tech students and the community.

The many robust and profound issues Clough dealt with provided him with an abundant amount of material to teach, so once the decision was made to put together a course, the next hurdle was figuring out what its subject would be.

The president knew he wanted to do something involving policy and politics, in light of his myriad of experience in this area. "It's help-

ful for engineers to really appreciate public policy; they can bring a lot to the debate," and it's also important for public policy majors to know more about engineering, Clough said.

"[This class] is an opportunity to study profound issues and understand how we can address them, and bring them to life," Clough said.

At first, Clough said, the class was going to be a smorgasbord of subjects, but then they decided to mine in on one topic, "We wanted something current, recent, [something that is] still bouncing around out there."

The issue of natural gas deregulation is still current and fresh. The team chose this for now, and next year we might move on to other topics, Clough said.

"[It is] an experiment, to get our

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Former student returns, will finish degree after 40 year delay

1962		2003	
Ivan Allen		Mayor	 Shirley Franklin
Cuban Missile Crisis		Conflict	 War on Terrorism
Kennedy		U.S. President	 Bush
	Mascot		
Harrison		Tech President	 Clough
Blue Bonnet Bowl	Bowl Game	Silicon Valley	

By Kimberly Rieck
Senior Staff Writer

Not a day goes by that I don't hear someone grumble "I hate this school!" or complain about Georgia Tech in some way. You always walk by at least one melancholy Tech student on the way to class.

It was refreshing to meet Clarke Collins.

Immediately I knew Collins was a different type of person. After a smiling Collins introduced himself at our interview, I said, "Pleased to meet you, Sir."

"Don't call me Sir," he replied with a laugh. Collins was right, he's not a "Sir," just a normal college student. Well, almost normal.

Collins originally enrolled at Georgia Tech over forty years ago, in the fall of 1962, as a Chemical Engineering major. His dream was to attend the Air Force Academy, but he needed work on his math skills. One of his friends recommended Tech to Collins and so he decided to make the trip to Atlanta from his home in Alabama.

Atlanta was still a fledging city at the time. The perimeter did not exist yet and the connector had just opened. There was no interstate running through town.

When Collins came to Tech, he knew little about the school other than its status as an excellent engi-

neering school. Tech's campus was small in those days. The "hill" was the academic center of campus. All of Collins's classes were along Cherry Street.

He was in the Air Force ROTC program. All students were required to enroll in the ROTC program because Tech was a government school.

Collins's life as a student was not much different from many Tech guys' lives today. He pledged Alpha Tau Omega with his friends. While he was attending the Institute, Collins supported himself by co-oping with NASA. He realized Chemical Engineering was not for him and made the popular major change to Industrial Engineering.

He met girls through fraternity mixers; most of the time the women were from local nursing schools or had gone to high school with fraternity brothers. He never once had a class with a female student (there were less than a 100 enrolled at the time).

In his third year, Collins had to leave school because his mother was having health problems and he wanted to support her. He transferred to Athens College with a 3.4 GPA from Tech.

While attending Athens College, Collins began a career with IBM. In 1966, he received a great shock when

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Collins

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he received a draft notification.

The draft for the Vietnam War was ongoing at this time and one of the rules was that anyone who was in school, but with four or more years of college completed, was eligible for the draft. Collins had more than four years of school because of his participation in the co-op program.

He appealed his induction to the local Selective Service Board on the basis that he was a full-time student.

While his appeal was pending, Collins joined the Army Reserves. He was stationed at Fort Gordon and Fort Benning. For over five years, Collins served in the Reserves, performing his duty requirement of two weekends of service a month.

At the same time, Collins entered an advanced management program at IBM. At 23, he was younger than most of the employees he supervised. IBM was an exciting company to work for then, Collins said, because it was going through a period of growth and was known for its personnel policies.

In the early 1970s, Collins tried to go back to school while working full time. His hectic schedule made finishing his degree difficult, therefore Collins decided to put his school plans on hold again.

After he retired from IBM, Collins joined an executive head hunter business with his wife.

Upon retiring again from the head hunter firm last year, Collins decided to place a call to Georgia Tech to

find out the possibilities of returning to school to complete his degree. When he spoke to Jo McIver, the registrar, she encouraged Collins to return to Tech and gave him helpful advice.

At first Collins was hesitant due to his age. He wanted to make sure his 15-year-old daughter would not be embarrassed by the thought of having a father in college. His daughter gave him her approval, and Collins began the complicated process of coming back.

Collins had to petition for the

"Make the most of all the great opportunities Tech has to offer."

Clarke Collins
Management Major

Institute to waive the rule that credits are no longer valid after ten years. Once he received a waiver, the Institute determined which classes Collins would need to take after evaluating his transcripts.

When he enrolled last fall, Collins decided to change majors again and finish his degree in the College of Management. In reality, Collins is pursuing a degree in the area that he worked in for over 30 years.

Collins said that Yvette McDonald, Director of Undergraduate Programs in the College of Management, was very encourag-

ing and helpful to him. With her help, Collins was able to determine what classes he would need. His previous course work had fulfilled most of his humanities, social sciences, and free electives requirements.

He found the campus had changed greatly since he was a student. The campus is more spread out and it takes him longer to get to classes than it did in the past.

Also, when Collins was going to school, the classroom sizes were small, ranging from 20-30 people instead of the large lectures he sits in today. Additionally, Collins said the food facilities have greatly improved since his time here. He said Juniors was the only good option back then because the dining hall only had one selection at each meal.

Last fall, one of his required classes was Health. While many students complain about having to take Health, Collins enjoyed the class and its new perspective on the actions of his generation, in particular the hazardous effects of smoking.

In the 1960s, Collins said every classroom desk had an ashtray on it. Students would smoke during class. Cigarette companies passed out free samples in the dorm. All of this was before the Surgeon General's report came out that warned against the dangers of smoking.

At the end of the fall semester, Collins proved that he could compete with his younger counterparts. He earned Faculty Honors with a 4.0 GPA.

Originally Collins had assumed that he would not be met with a warm welcome from his fellow students; however, he has been pleas-

antly surprised by the level of support his classmates have given him and he has not received any negative comments.

"I have been personally touched by the kindness and information that he shares with everyone around him. Everyone who has classes with him knows who he is because he adds so much to class discussions. But more than that, he has befriended us all, and he never treats us as if he is the superior adult, but, rather, he acts as if we are his equals," said Suzannah Gill, a second year Management major who has had two classes with Collins.

While he has taken part in many on-campus activities, one thing that Collins has not enjoyed yet is sitting in the student section for the football games. Collins said he doesn't know if he's ready to sit in the Swarm yet.

Last fall he went to games with his old fraternity brothers, who are all now prominent alumni.

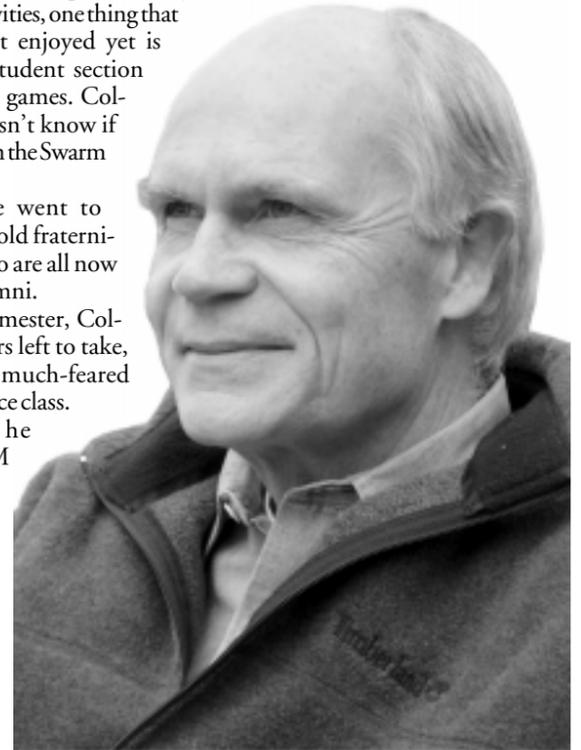
After this semester, Collins has 24 hours left to take, including the much-feared computer science class.

Although he worked at IBM during the days of punch card machines, Collins is nervous and hesitant about taking the class.

Even yet, Collins has nothing but

optimism for his future. In addition to taking classes, he is starting a head hunter business with his wife, using the skills he's learning in class.

"Something I would say to all traditional students is to make the most of all the great opportunities Tech has to offer. Enjoy the sports activities, whether playing or watching, social activities and school activities but never lose sight of the reason why [you] are here, which is to get a first-rate education. The education will be with you and serve you long after the parties and games are forgotten," said Collins.



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"Half the time the robots weren't actually running," laughed Schaeffer.

"We ran for like, a minute and a half," Howell said, "and then one of the robots ran out of batteries." The teams had to wait while the robot charged up, while the crew made sure that everything was just like it was before the breakdown occurred.

Despite everything that went wrong, the three still laugh about the experience.

"It'll be good to see the show," said Howell. "I can't wait. They have to make a story and a plot line, and I just know they're going to paint us as the team of conflict."

"As long as they don't paint us as stupid," said Schaeffer jokingly.

"They've got a couple lines in there," said Howell, "where we started to break down a little bit when things weren't going the way they were supposed to. The camera guys would come on and be like, 'Uh oh, it looks like there's a little bit of trouble on the Georgia Tech team!'"

Schaeffer added, "They came in and did a segment on how we weren't going to finish our robot," and we worried.

The three all conclude, however, that it was a good experience. "I've forgotten all the frustrating parts," Howell admitted. And when they do return in the summer to do it again, all three agree that next time, they'll definitely kick some robot butt.

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feet under us," Clough said, "[We're trying] team teaching, having outside speakers, like a Public Utilities speaker."

The conclusions of the Blue Ribbon Taskforce will be examined by the class. "Which suggestions did the legislature put into action? What did [the legislature] leave out? Since then, decisions have been made to change things," Clough said, describing the questions his students will explore.

The class will examine the effects decisions the legislature made have had on Georgia, both economically and politically, and near the conclusion of the course will also produce policy memos to provide policy options and recommendations for the future.

"What makes this fun is that it's not just issues, but a look at what politics are involved in policy making."

"I see this class as the first in a series," Clough said, "Choosing one topic was hard. We hope to eventually do all these topics (for which he is involved with politically)."

The team, chosen to collaborate on this first in a possible series of courses, comprised a group also intimately acquainted with aspects of natural gas deregulation. Jan Youtie, Principle Research

Associate in the Economic Services and Development department, worked with Clough on Governor Barnes's Blue Ribbon Taskforce on Natural Gas.

There is a role for students who have the kind of technical thought process that Georgia Tech students have in the policy area; natural gas is an area in which both a technical understanding and logical approach are needed, said Youtie.

"As President Clough becomes more involved in policy, Georgia Tech as a whole may become more involved in policy. This [class] is a good opportunity to take advantage of, [and use it as] a springboard to becoming more involved in state public policy."

"[We have a] unique ability to focus on a particular policy," Youtie said. "[This] should be a really interesting class."

"Jan is the heavy duty brain power," in the subject of natural gas regulation, Clough said, while Andrew Harris provided political perspective and experience to the class.

Harris, Special Assistant to the President and Director of Government Relations, also worked with Clough and Youtie on the Blue Ribbon Taskforce.

"The president asked me [to be apart of his teaching team] because we worked together on the natural gas deregulation study for Governor Barnes, and because I was already involved in public policy teaching," Harris said. Once a year, Harris teaches PUB 2101, State and Local Government.

The topic lends itself to a perfect and in-depth case study about what has transpired in this state in gas regulation and deregulation, Harris said.

"It provides political realities; it is a good case study in how regulation and public utility become very political."

Richard Barke, Associate Dean of the Ivan Allen College, balanced out the team as the scholar, "the formal public policy expert, the 'real teacher' in the group," Clough said.

All members of the team are excited about the opportunity to play a role in teaching this unique class.

"It's great working with [Clough] already," said Barke.



By Christopher Gooley / STUDENT PUBLICATIONS

Richard Barke instructs a small group of students in their PUBP 4901 class, which is being team-taught by President Clough, Andrew Harris, Jan Youtie and Barke. The class is investigating natural gas deregulation.

Tech Up Close



email: focus@technique.gatech.edu

Winner of the Tech Up Close contest receives a *Technique* T-shirt and a coupon for a free student combo at Li'l Dino's.

Last week's answer:
football field goal line



By Scott Meuleners / STUDENT PUBLICATIONS